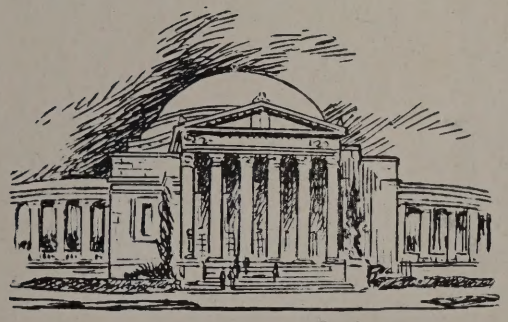
TORCHBEARER

1947

TEMPLE ISRAEL
RELIGIOUS SCHOOL

TORCHBEARER YEAR BOOK



1947

VOL. 6 – NO. 3

TEMPLE ISRAEL
RELIGIOUS SCHOOL

BOSTON, MASS.

THE TORCHBEARER

Published by the students of the
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DEDICATION

To Our Beloved Leader

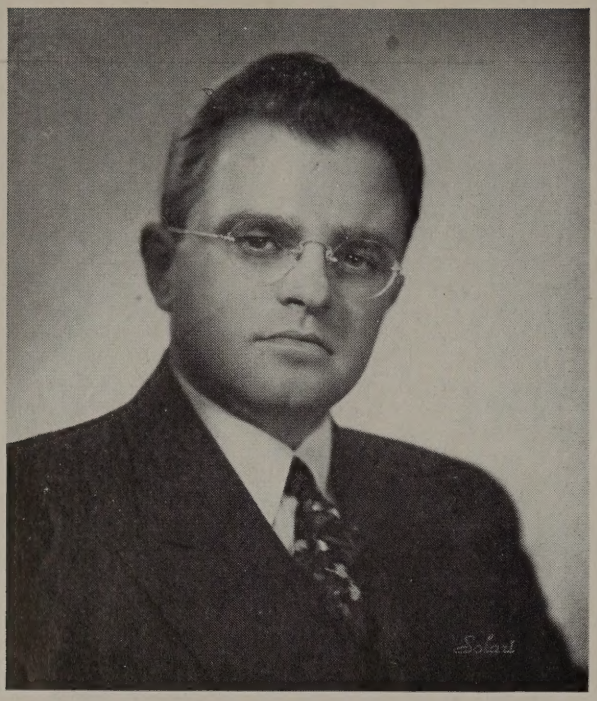
Dr. Joshua Loth Liebman

We Dedicate This—

Our First School Annual

At this time our joy is twofold:—with thankfulness to God, we rejoice in Rabbi Liebman's complete recovery from his recent illness; and, secondly, we extend to him on the occasion of his 40th birthday our wish for "orech chayim and shnos brocho"—long life and years of blessing.

Ever a source of inspiration and of strength, may he long continue to lead us in wisdom, showing us the paths to deep and significant religious living and to peace of mind.



DR. JOSHUA LOTH LIEBMAN

Dear Boys and Girls:

While I have had to be away from many of your activities during the year, I have always thought of you and looked forward to the day when I could visit you in your classes and at your various programs. During my absence, I was kept constantly informed of your progress by our outstanding Religious School Supervisor, Mr. Samuel A. Nemzoff, and I was delighted by the many wonderful things he told me about you. I am very proud of all of you and I know that you have enjoyed coming to our Religious School.

I am thrilled by the efforts of the Editorial Staff of the TORCHBEARER for this truly fine Annual. To all of you who have assisted in making this issue so pleasing to behold, my sincere thanks and heartfelt appreciation.

During the next few weeks your teachers and I are going to plan many fine programs for the coming year. I know that you will be delighted by the many good things we have in store for you. May you all have a most pleasant summer vacation; and return next fall in good health and spirit for what I know will be a year of great interest and deep joy.

GREETINGS FROM OUR RABBIS

It is a great privilege to greet the boys and girls of the Temple Israel Religious School and to congratulate you upon the completion of a year spent in the study of our great religious heritage. More particularly, I wish to congratulate the Editorial Staff of the TORCHBEARER for their devoted and arduous labors in producing this very excellent annual.

Having been with the Confirmation Class throughout this year, I also wish to extend to them my heartfelt good wishes and I trust that the years of learning at Temple Israel will fortify them with the knowledge and self-respect which has made our faith and people eternal.

I was particularly happy to have charge of the High School Class for it was to me a most wonderful experience to have had the opportunity of study and discussion with a group of alert and fine young people. It is my hope that in the years to come we shall build a large and vital High School Department which will add lustre to the brilliant record of our Religious School.

"The students of Torah bring peace into the world"—may all of you continue to grow in wisdom and find inspiration and courage in our faith.

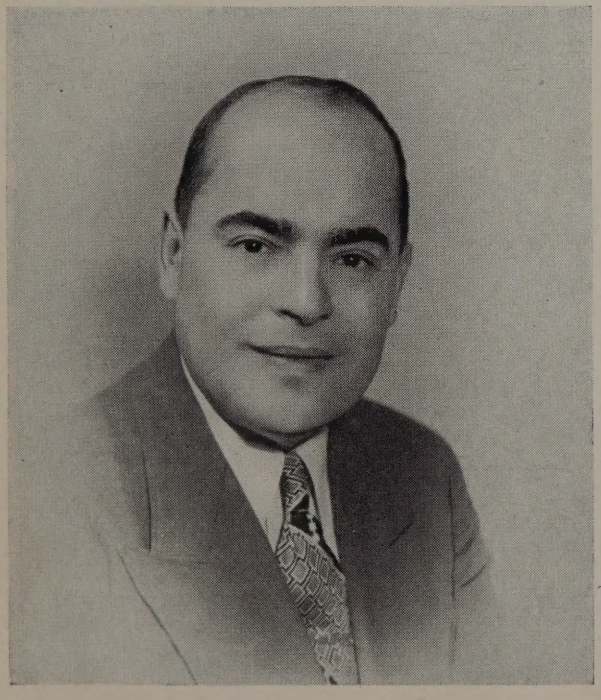
RABBI ALBERT A. GOLDMAN

Mr. Joseph H. Cohen

President of the Congregation

It gives me much pleasure to greet the members of our religious school on the occasion of the publication of the school annual. The Religious School is a most important part of our congregational activities, and I am very proud to see how fruitful your work is and how well you are progressing. I extend my heartiest congratulations to the confirmands and welcome them into the adult congregational family. I hope that the fine educational opportunities offered at our school will help you all to become courageous, wholesome, and intelligent Jewish men and women.

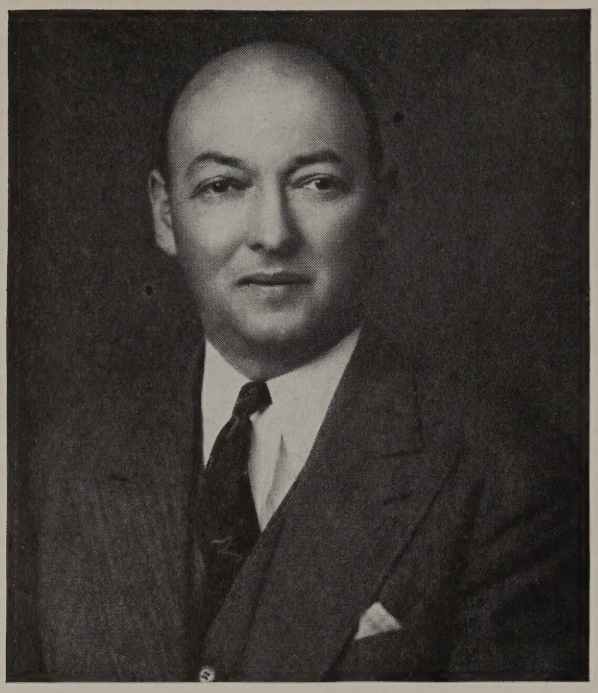
GREETINGS FROM OUR LEADERS



Mr. Frank L. Kozol

Chairman, Board of Education

The Religious School of Temple Israel is dedicated to the perpetuation of our matchless Jewish heritage. Here this wealth of religious, moral and historic culture is imparted to the youth of Israel. Under an inspired Rabbi, a pre-eminent Principal, and a highly competent faculty, the School has grown in size, distinction, and renown. But our greatest triumph will be the children themselves. They are the next generation who shall walk in dignity and achievement, as informed and respected Jews, and as worthy Americans. In them we behold the hope and the promise of a nobler future in a more civilized world.



MR. SAMUEL NEMZOFF, *Principal*

The miner who wishes to find precious metals must work hard before he strikes the treasure. There is much digging and striving and sifting of earth before the miner gets to his goal and reaps his reward.

There is a treasure waiting for every Jewish boy and girl and adult, an ancient treasure, yet a treasure which has brought strength and courage and faith to Jews in all ages. This treasure is the treasure of Judaism. But to find it, study and effort are required. For those who put in the necessary work to reach the goal, the reward is great—,the reward of understanding Judaism as a way of life that will bring inner happiness and spiritual strength to young and old. "Its ways are ways of pleasantness and all of its paths are peace."

MESSAGES FROM OUR TEACHERS

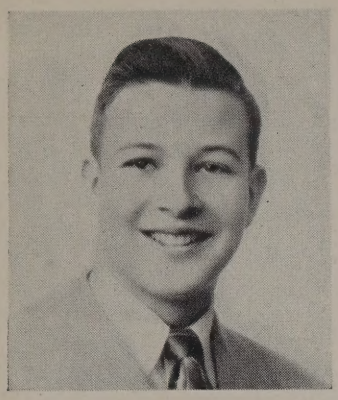
MRS. THEODORE FEINBERG

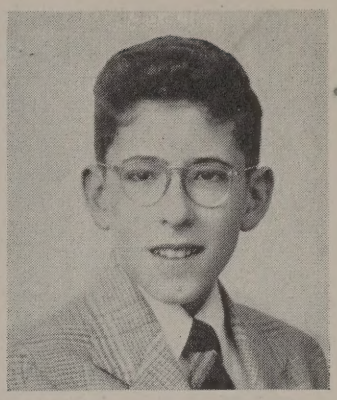
President, Parent-Teachers Association

It is interesting to know that the Parent-Teachers Association of the Temple Israel Religious School is the oldest in New England having been organized twenty years ago. The creation of such a liaison body, it was felt, would bring about better understanding and cooperation between the home and the school.

Through the years of its existence it has done just that, aiding and implementing the program of the school. Some of the ventures of the Parent-Teachers Association have been the maintenance of a Children's Library, the giving of awards, bus transportation supervision, arranging for some of the social aspects of school and special treats at the Children's Services, the organization of a Room-Mothers' system, and many other projects of a similar nature.

The Parent-Teachers Association is ever ready to serve in an expanding, growing school and hopes that it may contribute to a sense of positive Jewish living for the boys and girls of our school.





CLASS OFFICERS

1947

DAVID BOYER
President

ROBERT BUSH
Treasurer

EXECUTIVE BOARD

SANDRA L. HARRIS
ELAINE KAHN
LEONARD KENT
SUSAN STRAUSS
RALPH WHARTON

A FAREWELL MESSAGE

DAVID BOYER

President, Class of 1947

As we stand on the threshold of our confirmation, we do well to look ahead to the gigantic tasks which lie before us as members of American and world Jewry. In addition to our obligations to all our fellow-men, we American Jews have a special responsibility to our brethren all over the world. They have suffered greatly at the hands of merciless tyrants, and turn to us in America for renewed courage and hope. Those who have gone before have done a magnificent job, but there is still much to be done. To us, as intelligent participating Jews, will fall the task of helping to rebuild and to shape the lives of the tortured remnants in Europe; ours is the job of developing Palestine as a national Jewish homeland, guaranteed its rights and position under an assembly of United Nations; into our hands has been thrown the torch of learning, symbolized through the ages by the Jews' love of learning and Torah; and to us falls the task of making a reality of the dream of Peace and Brotherhood which first found voice in the prophecies of Isaiah and Micah.

All of these tasks demand knowledge of Jewish history, life and affairs. Thus it is only natural that, in leaving our position as students and stepping out as members of the Jewish community, we express our thanks and gratitude to our teachers, to Mr. Nemzoff, Rabbi Liebman and Rabbi Goldman who have helped to mold our characters and to install in us ideas which will help us to carry out the great task before us. We know that their job was not always easy and perhaps was, at times, discouraging, but let them take hope from the promise which we make as we leave:—that we shall try to benefit from their teaching and to do our utmost to become intelligent Jewish citizens of America and of the world.

CONFIRMATION

ORDER OF SERVICES

"KEEP MY COMMANDMENTS AND LIVE"

"And this is the law which Moses set before the children of Israel; these are the testimonies, and the statutes, and the ordinances, which Moses spoke unto the children of Israel, when they came forth out of Egypt."

—Deuteronomy 4:44,45

"O BE JOYFUL," Norden ..... Choir

PRAYERS ..... Union Prayer Book

"PROCESSIONAL MARCH," Mendelssohn ..... Mr. Fromm

OPENING PRAYER

Robert Bush — Judith Glazer

SHABUOTH HYMN
The Class

THEME

Barbara Mandelstam — Elaine Stern

SABBATH

Sally Kantor — Sally Sieve

ROSH HASHONAH

Susan Strauss — Joseph Richard

YOM KIPPUR

Tobey Rosenberg — James Fishel — Frances Blank — Ruth Lurie

SUCCOTH

Janet Schulman — Marjorie Seegel

SIMCHAS TORAH

Mariann Singer — Betty Milchen

HANUKKAH

Barnett Ullian — Lawrence Feldman

HAMISHA OSOR BISHVAT

Stephanie Grauman — Arlene Goldberg

PURIM

Leonard Kent — Elisse Glazier

PESACH

Roberta Lotto — Maurice Lesses — Carolyn Fisher

SHABUOTH

Lenore Adler — Anthony Lewis — Ruby Rosenberg

PROGRAM

TORAH SERVICE

PRAYER BEFORE THE ARK ..... Burton Finkle
BLESSINGS OVER THE TORAH ..... Malcolm Rivkin
THE HEBREW DECALOGUE ..... David Boyer
PROPHETIC READING ..... Malcolm Rivkin
PRAYER ON REPLACING TORAH ..... Lawrence Harrison
"TREE OF LIFE" ..... Choir

THE SCHOOL

Ralph Wharton Carl Sapers Stephen Silverman Joan Walden

LOVE OF ZION

Lois Green Ronna Rosenfield Marion Gulkin

AMERICA, OUR COUNTRY

Janet Schein Constance Frye Madelyn Wechsler Estelle Kingsbury

FLOWER PRAYER

Constance Frye Madelyn Wechsler Josephine Silbert Amelia Stern Nancy Rogal

JUDAISM

Ann Harwich Paula Nissen Selma Gordon Susan Krass

PROFESSION OF FAITH

Elaine Kahn Lee Lockwood

CLOSING PRAYER

Sandra Harris Jeanne Rudofsky

ANTHEM: "Hallelujah," Lewandowski ..... Choir
SERMONETTE ..... Dr. Liebman
PRESENTATION OF CERTIFICATES ..... Mr. Frank L. Kozol
BLESSING OF CONFIRMANDS ..... Dr. Liebman
Violin Solo by Mrs. A. C. Webber
CONCLUSION OF SERVICE ..... Union Prayer Book
"STAR SPANGLED BANNER" ..... Choir and Congregation
BENEDICTION ..... Dr. Liebman
POSTLUDE ..... Mr. Fromm

CHORAL GROUP

Frances Blank
Constance Frye
Lois Green
Arlene Goldberg
Stephanie Grauman
Sally Kantor
Roberta Lotto
Barbara Mandelstam
Nancy Rogal
Ruby Rosenberg
Tobey Rosenberg
Jeanne Rudofsky
Janet Schein
Sally Sieve
Josephine Silbert
Amelia Stern
Susan Strauss
Joan Walden
Madelyn Wechsler

GRADE X-A

MR. AARON GORDON, *Teacher*

(*Left to Right*)

BOTTOM ROW: Barbara Mandelstam, Paula Nissen, Carolyn Fisher, Roberta Lotto, Judith Glazer, Susan Strauss, Frances Blank, Arlene Goldberg, Marion Gulkin, Sandra Lee Harris.

SECOND ROW: Josephine Silbert, Lenore Adler, Betty Milchen, Marjorie Seegel, Constance Ann Frye, Ronna Rosenfield, Janet Schulman, Elaine Kahn, Sally Ann Kantor, Mr. Aaron Gordon.

REAR ROW: Robert Bush, Malcolm Rivkin, Carl Sapers, David Boyer, Maurice Lesses, Lee Lockwood, Ralph Wharton, Elise Glazier.

GRADE X B

MR. REUBEN LURIE, *Teacher*

(*Left to Right*)

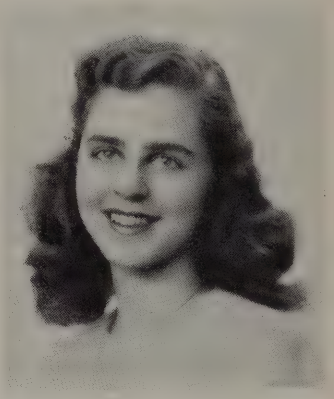
BOTTOM ROW: Susan Krass, Mariann Singer, Sally Sieve, George Rubin, Selma Gordon, Lois Green, Janet Schein, Estelle Kingsbury.

SECOND ROW: Ruby Rosenberg, Jeanne Rudofsky, Stephanie Grauman, Ruth Lurie, Madelyn Wechsler, Nancy Rogal, Tobey Rosenberg, Joan Walden, Mr. Reuben Lurie.

REAR ROW: Joseph Richard, Stephen Silverman, Barnett Ullian, Leonard Kent, Lawrence Harrison, Lawrence Feldman, Burton Finkle, Anthony Lewis.

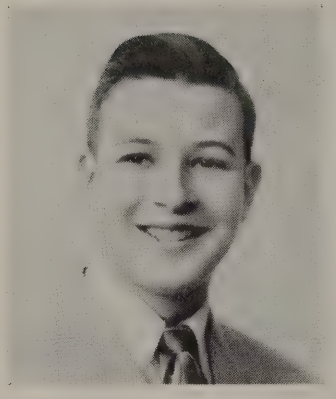
LENORE ADLER
"Lenny"

Day School: Somerville High.
Pet Peeve: Conceited people; a line.
Suppressed Desire: To get married.
Hobbies: Collecting.
Ambitions: To get married; journalist.



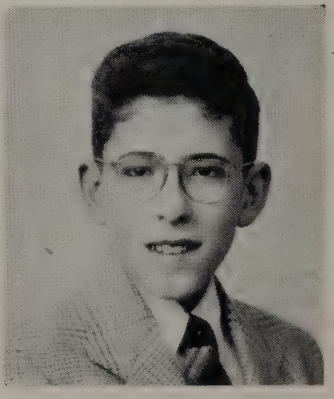
FRANCES BLANK
"Francie"

Day School: Roxbury Memorial High School.
Pet Peeve: Jitterbugging.
Suppressed Desire: Radio announcing.
Hobbies: Swimming, skiing, dancing.
Ambitions: Go to college; then be an airline stewardess.



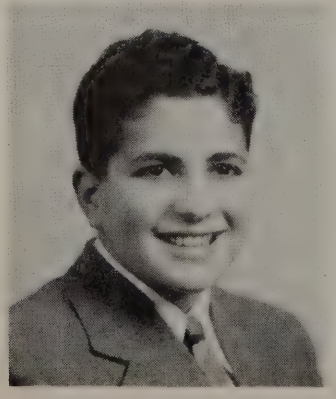
DAVID BOYER
"Dave"

Day School: Cambridge High and Latin School.
Pet Peeve: Short girls.
Suppressed Desire: (Suppressed).
Hobbies: Models.
Ambitions: To graduate from Temple Israel.



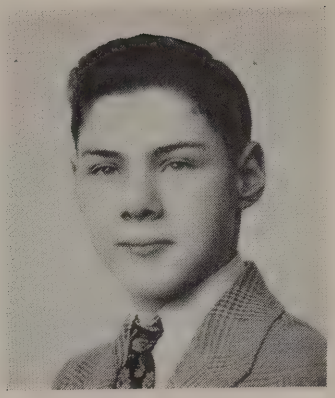
ROBERT L. BUSH
"Bob"

Day School: Boston Latin School.
Pet Peeve: School.
Suppressed Desire: To become uninhibited.
Hobbies: Art.
Ambitions: To go to college.



LAWRENCE FELDMAN
"Larry"

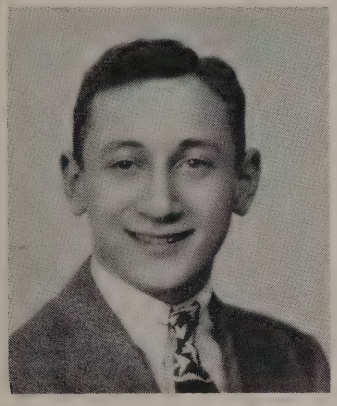
Day School: Brookline High School.
Pet Peeve: Waking up.
Suppressed Desire: To sleep on Sunday mornings.
Hobbies: Chewing double-bubble gum.
Ambitions: To be a multi-millionaire.



BURTON FINKLE

"Burt"

Day School: Brookline High School.
Pet Peeve: Girls of medium height.
Suppressed Desire: To graduate from Temple Israel.
Hobbies: Music.
Ambitions: To get married!



JAMES FISHEL

"Jim," "Jimmie"

Day School: Brookline High School.
Pet Peeve: Girls who are poor listeners.
Suppressed Desire: Mine aren't suppressed.
Hobbies: Photography.
Ambitions: To succeed without working.

CAROLYN FISHER

"Carrie"

Day School: Jeremiah E. Burke High School.
Pet Peeve: Getting up early on Sunday mornings
Suppressed Desire: To be 5 feet 2 inches.
Hobbies: Horseback riding.
Ambitions: Pianist.

CONSTANCE ANNE FRYE

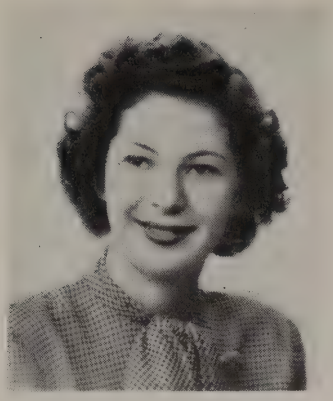
"Connie"

Day School: Girls' Latin School.
Pet Peeve: People who are late.
Suppressed Desire: To be intelligent.
Hobbies: Singing, dancing, skating.
Ambitions: Musical-actress.

JUDITH IRIS GLAZER

"Judy"

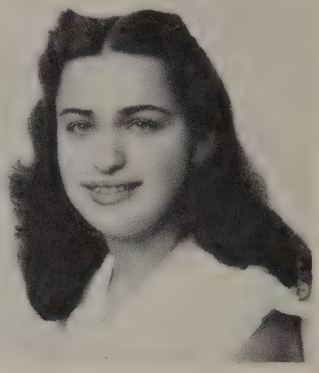
Day School: Jeremiah E. Burke High School.
Pet Peeve: Loud gum chewers.
Suppressed Desire: To live in a small town.
Hobbies: Collecting music composers' life stories.
Ambitions: College.



ELISE GLAZIER

"Elsie"

Day School: Newton High School.
Pet Peeve: People who say, "My how you've grown, I haven't seen you since you were that high!"
Suppressed Desire: To tour Europe.
Hobbies: Record collecting (popular) and baseball.
Ambitions: To go to college.



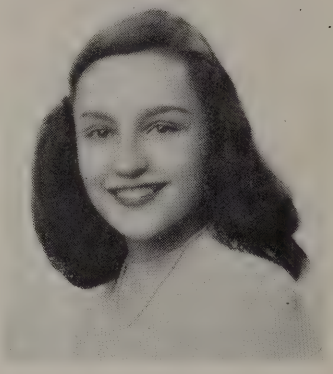
ARLENE GOLDBERG

Day School: Jeremiah E. Burke High School.
Pet Peeve: Final exams.
Suppressed Desire: To dance with Guy Madison.
Hobbies: Bicycle riding.
Ambitions: To go to college.

SELMA GORDON

"Sel"

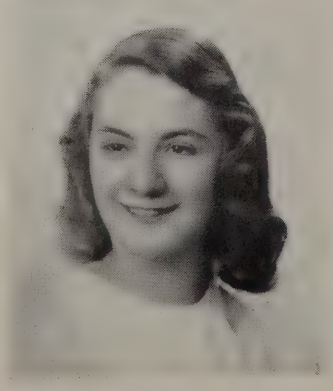
Day School: Brookline High School.
Pet Peeve: People who don't like the name "Lee."
Suppressed Desire: To dance with Guy Madison.
Hobbies: Bicycle riding.
Ambitions: To go to college.



STEPHANIE GRAUMAN

"Stevie"

Day School: Brookline High School.
Pet Peeve: Latin.
Suppressed Desire: To see Joanie Walden on time.
Hobbies: Reading.
Ambitions: College.



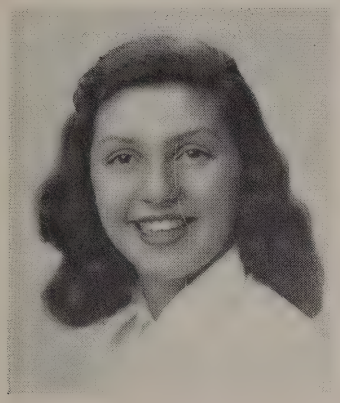
LOIS GREEN

"Lo"

Day School: Roxbury Memorial High School.
Pet Peeve: Getting out of bed before 10:30 A.M.
Suppressed Desire: To jump from a trapeze into a net (in a circus).
Hobbies: Dramatics, ice skating.
Ambitions: To be a pathologist and act. Most of all—to get married!

MARIAN GULKIN

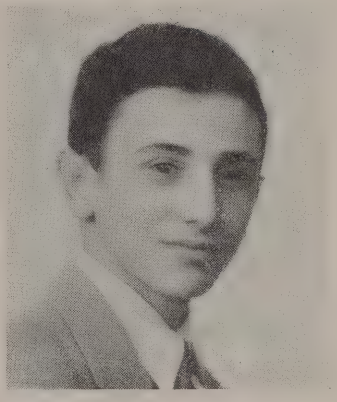
Day School: Jeremiah E. Burke High School.
Pet Peeve: Inner Sanctum.
Suppressed Desire: Social work in Puerto Rico.
Hobbies: Diving, bowling, badminton.
Ambitions: Business executive.



SANDRA LEE HARRIS

"Sandy"

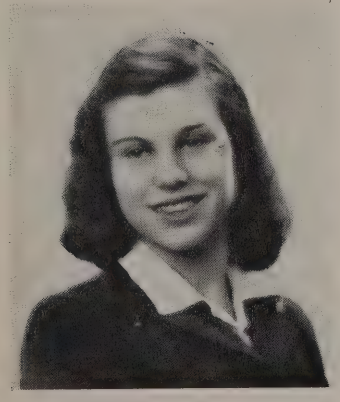
Day School: Roxbury Memorial High School.
Pet Peeve: Jitterbugging.
Suppressed Desire: The stage.
Hobbies: Dancing, bowling, collecting records.
Ambitions: Go to college, be a social worker.



LAWRENCE HARRISON

"Larry"

Day School: Brookline High School.
Pet Peeve: Approximately 999.
Suppressed Desire: I'm not very suppressed.
Hobbies: Tennis.
Ambitions: Tennis; to be a successful business man.

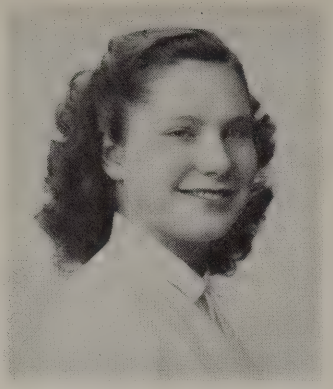


ANN PRISCILLA HARWICH

Day School: Newton High School.
Pet Peeve: Gooey sundaes.
Suppressed Desire: To be able to sing at least *one* note.
Hobbies: Writing and public speaking.
Ambitions: Ph.D. in English.

ELAINE M. KAHN

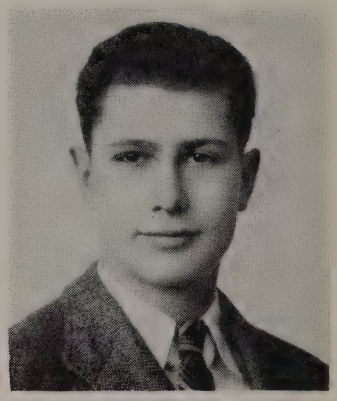
Day School: Brookline High School.
Pet Peeve: "No answer" signals on the telephone.
Suppressed Desire: To own a sail boat.
Hobbies: Collecting "demi-tasse" spoons; sailing; swimming; baseball; tennis.
Ambitions: College.



SALLYANN KANTOR

"Sassy"

Day School: Brookline High School.
Pet Peeve: People who crack bubble gum.
Suppressed Desire: To get married.
Hobbies: Collecting.
Ambitions: To be a private secretary.



LEONARD KENT

"Lenny"

Day School: Warren Junior High School.
Pet Peeve: Sunday School.
Suppressed Desire: Brandeis.
Hobbies: Swimming, ski-camping.
Ambitions: To lead a full life.

ESTELLE KINGSBURY

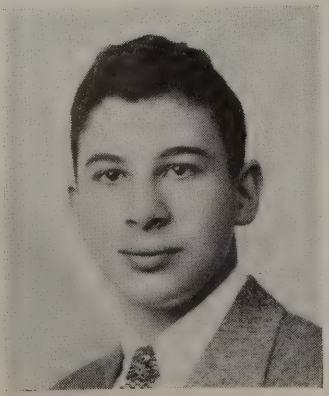
"Petunia"

Day School: Dorchester High School for Girls.
Pet Peeve: Dirty saddle shoes.
Suppressed Desire: To meet Dick Haymes.
Hobbies: Swimming, bowling, dancing.
Ambitions: Private secretary to a millionaire business executive.

SUSAN KRASS

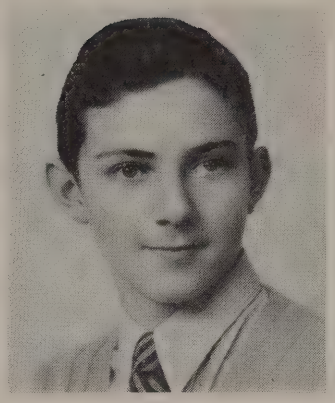
"Sue"

Day School: Brookline High School.
Pet Peeve: Doing homework.
Suppressed Desire: To get married.
Hobbies: Collecting records.
Ambitions: To go to Simmons College.



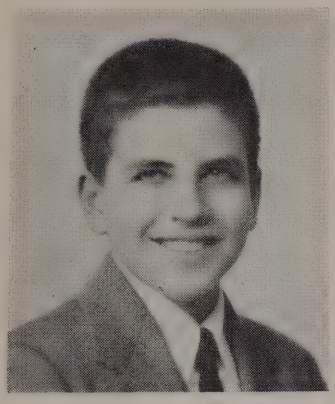
FRED KRUGER

Day School: Brookline High School.
Pet Peeve: Silly girls.
Suppressed Desire: (Censored).
Hobbies: Chess, boxing, Judo, wrestling.
Ambitions: To own a farm in Canada.



MAURICE LESSES

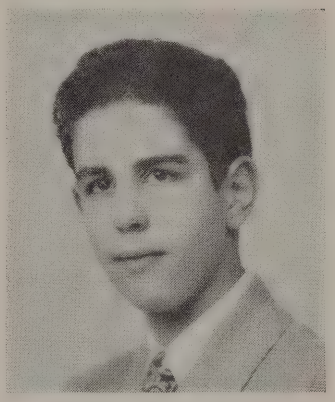
Day School: Newton High School.
Pet Peeve: Sunday school.
Suppressed Desire: To be a politician.
Hobbies: Stamps; baseball score cards; match covers; silver pennies; foreign coins.
Ambitions: To be president of the U. S.



ANTHONY LEWIS

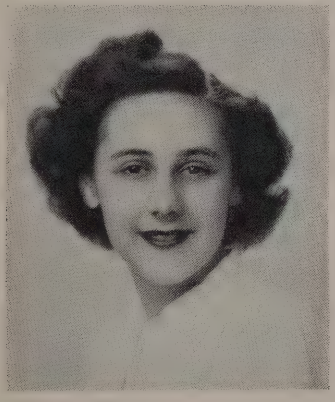
"Tony"

Day School: Boston Latin School.
Pet Peeves: Female teachers' pets.
Suppressed Desire: To sleep late on Sundays.
Hobbies: Bowling; tennis; magic.
Ambitions: College, then surgery.



LEE LOCKWOOD

Day School: Roxbury Latin School.
Pet Peeve: That I'm me.
Suppressed Desire: To have an unsuppressed desire.
Hobbies: Collecting coins (big ones).
Ambitions: None.



ROBERTA LOTTO

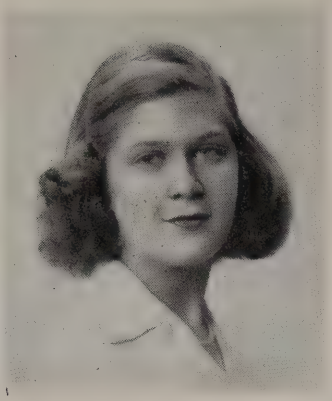
"Bobby"

Day School: Dorchester High School for Girls.
Pet Peeve: People who aren't on time.
Suppressed Desire: Men and marriage.
Hobbies: Movies, radio, dancing.
Ambitions: Medical secretary.

BARBARA JANE MANDELSTAM

"Barbie," "Mandy"

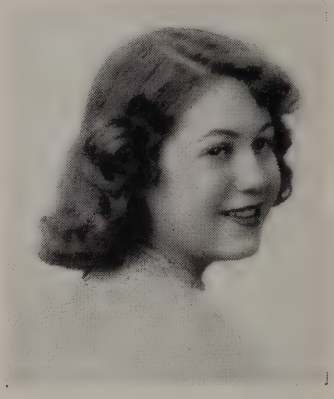
Day School: Newton High School.
Pet Peeve: Busy signals on telephone, short boys, and insincere people.
Suppressed Desire: To lose my freckles.
Hobbies: Swimming, sailing, and creative writing.
Ambitions: Writer and marriage.



BETTY MILCHEN

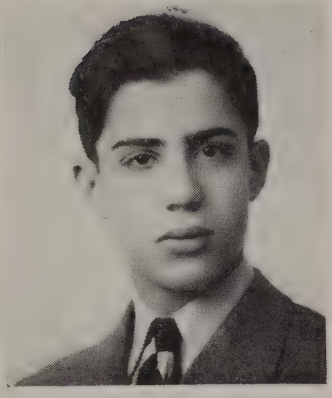
"Windy"

Day School: Central Junior High School.
Pet Peeve: Snapping gum.
Suppressed Desire: Own a ranch.
Hobbies: Horse-back riding, stamps, miniatures.
Ambitions: Smith College.



PAULA CAROLE NISSEN

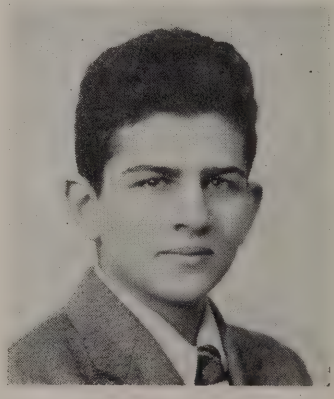
Day School: Cambridge High and Latin School.
Pet Peeve: Conceited or snobby boys.
Suppressed Desire: To be famous.
Hobbies: Skating, tennis, etc.
Ambitions: To marry a handsome man.



JOSEPH RICHARD

"Jo"

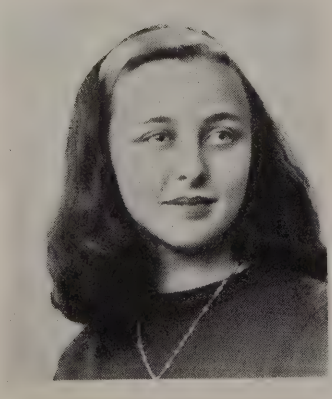
Day School: Brookline High School.
Pet Peeve: Choral speaking.
Suppressed Desire: To sleep on Sunday mornings.
Hobbies: Stamp collecting, swimming.
Ambitions: Absolutely none.



MALCOLM DAVID RIVKIN

"Mal," "Rivvy"

Day School: Roxbury Latin School.
Pet Peeve: Communists and people who like them.
Suppressed Desire: To have a long conversation with Kenneth Roberts.
Hobbies: Football, baseball, outing, stamp collecting.
Ambitions: Actor.



NANCY SYDNEY ROGAL

Day School: Brookline High School.
Pet Peeve: Conceited boys.
Suppressed Desire: To be able to carry a tune — and play the piano.
Hobbies: Swimming, riding, and ballet dancing.
Ambitions: To be a ballet dancer.

RUBY ROSENBERG

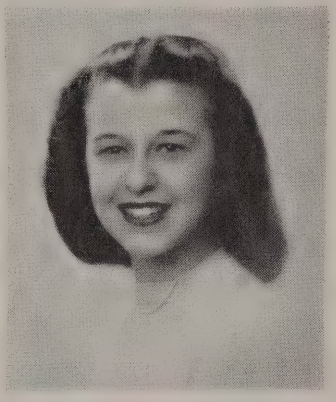
"Rube," "Rosie"

Day School: Brookline High School.
Pet Peeve: People who ask me, "What's your real name?"
Suppressed Desire: To get married.
Hobbies: E. S., L. C.; and listening to "They Say It's Wonderful."
Ambitions: To go to college.

TOBEY ROSENBERG

"Red,"

Day School: Brighton High School.
Pet Peeve: Conceited males.
Suppressed Desire: To get married.
Hobbies: Collect seals; history of the United States.
Ambitions: To be a medical technician.



RONNA ROSENFIELD

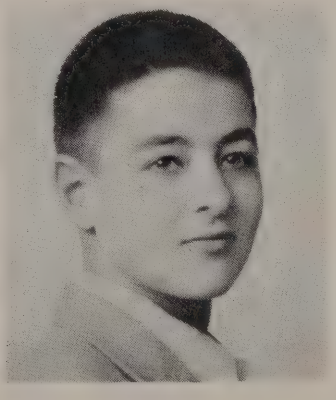
"Ronnie"

Day School: Brighton High School.
Pet Peeve: Conceited people.
Suppressed Desire: To get married.
Hobbies: Bowling.
Ambitions: Secretary in a large office.

JEANNE RUDOFSKY

"Baby"

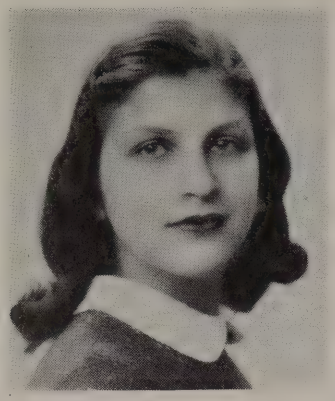
Day School: Girls' Latin School.
Pet Peeve: People who sit and talk idly in a crowded restaurant.
Suppressed Desire: Secret.
Hobbies: Collecting souvenir programs from stage shows.
Ambitions: College.



CARL M. SAPERS

"Fuzzy," "Red"

Day School: Brookline High School.
Pet Peeve: People who rub me the wrong way.
Suppressed Desire: To play football.
Ambition: To see the Torchbearer printed in 1947.



JANET SCHEIN

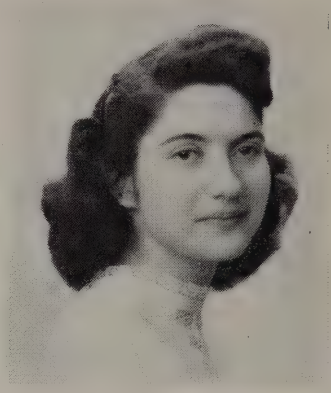
"Jan," "Fan"

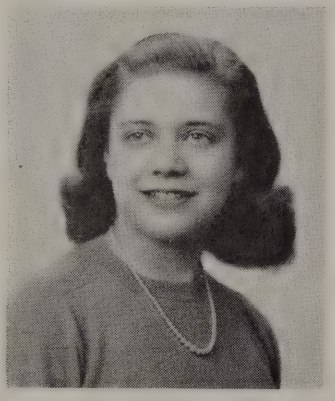
Day School: Brookline High School.
Pet Peeve: People who crack gum.
Suppressed Desire: To get married.
Hobbies: Skiing, baseball, swimming, skating and any other sports.
Ambitions: To go to Wheaton.

JANET SCHULMAN

"Shully"

Day School: Jeremiah E. Burke High School.
Pet Peeve: Overdressed people.
Suppressed Desire: Concert pianist.
Hobbies: Swimming, bowling, dancing.
Ambitions: Go to college and be a medical secretary





MARJORIE LEE SEEGEL

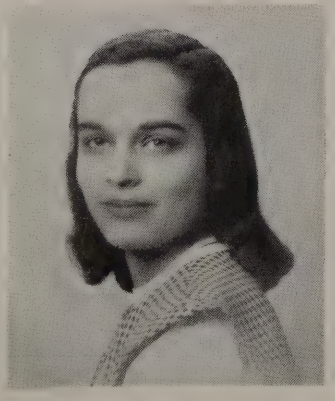
"Margie"

Day School: Brookline High School.
Pet Peeve: Algebra.
Suppressed Desire: To reach 5 feet 5 inches.
Hobbies: Horseback riding, Settlement House Work.
Ambitions: College and social work.

SALLY SIEVE

"Mopsy," "Lucky"

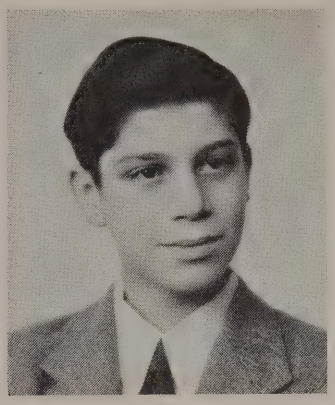
Day School: Brookline High School.
Pet Peeves: Misers and showoffs.
Suppressed Desire: To travel around the world.
Hobbies: Collecting cosmetics.
Ambitions: To travel; to be an Interior Decorator and get married.



JOSEPHINE SILBERT

"Jo"

Day School: Brookline High School.
Pet Peeve: Tuesday Confirmation Class.
Suppressed Desire: To see the Braves win the National League Pennant.
Hobbies: Baseball, riding, piano playing.
Ambitions: To make myself be on time.



STEPHEN SILVERMAN

Day School: Thomas A. Edison Jr. High School.
Pet Peeve: Mushrooms.
Suppressed Desire: To sleep late in the morning.
Hobbies: Stamp collecting.
Ambitions: Lawyer.

MARIANN A. SINGER
"Mickey"

Day School: Brookline High School.
Pet Peeve: "Short boys."
Suppressed Desire: "I wanna get married."
Hobbies: Collecting match covers and wearing my sister's clothes.
Ambitions: To be a medical secretary.

AMELIA CAROL STERN
"Meegie"

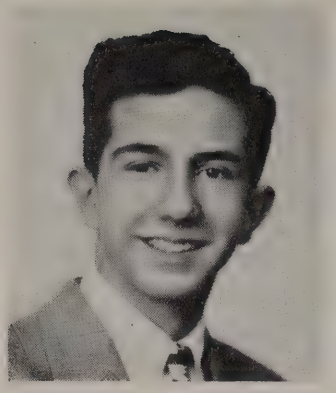
Day School: Brookline High School.
Pet Peeve: People who are always late.
Suppressed Desire: To own a sail boat.
Hobbies: Sailing, baseball.
Ambitions: To go to college (Wheaton).

ELAINE STERN

Day School: Brookline High School.
Pet Peeve: Getting up early to go to school.
Suppressed Desire: To express myself.
Hobbies: Outdoor and chemical gardening.
Ambitions: To become president of the U. S. (I believe in aiming high.)

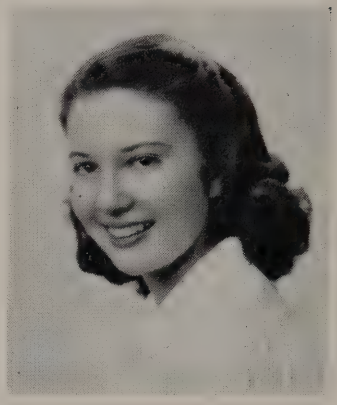
SUSAN STRAUSS
"Suzy"

Day School: Brookline High School.
Pet Peeve: Homework, all kinds.
Suppressed Desire: To get all A's.
Hobbies: Working at the North End Union Settlement House.
Ambitions: To get into Vassar College.



BARNETT ULLIAN
"Bill," "Billy"

Day School: Manter Hall.
Pet Peeve: A piano that's off key.
Suppressed Desire: To be as good a business man as my father.
Hobbies: Tinkering.
Ambitions: College—I hope!

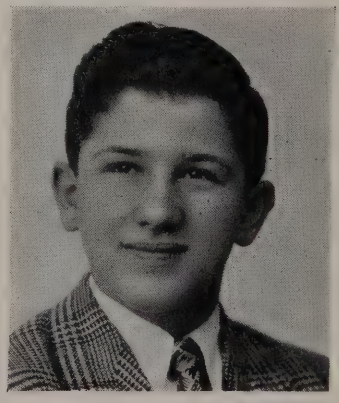


JOAN BARBARA WALDEN
"Jay," "Joanie"

Day School: Brookline High School.
Pet Peeve: People who are always on time.
Suppressed Desire: To fly my own airplane.
Hobbies: Reading, riding and acting.
Ambitions: To write.

MADELYN WECHSLER
"Mike"

Day School: Newton High School.
Pet Peeve: Over-exuberance.
Suppressed Desire: Suppressed.
Hobbies: Men.
Ambitions: To be a singer.



RALPH N. WHARTON

Day School: Brookline High School.
Pet Peeve: (Censored).
Suppressed Desire: To sit on top of the world.
Hobbies: Stamps, science, sports.
Ambitions: To be as brilliant as my father.

RUTH LURIE
"Tiny"

Day School: The Cambridge School.
Pet Peeve: Gold-fish.
Suppressed Desire: Jump rope one hundred times.
Hobbies: Stamp collecting.
Ambitions: Occupational therapist.

JOAN RIESMAN

Day School: Newton High School.
Pet Peeve: Telephones that never stop ringing.
Suppressed Desire: To get out of high school.
Hobbie: Talking on the telephone.
Ambitions: Learn to play three bars of "Give Me Five Minutes More" on the accordion.

GEORGE RUBIN
"Georgie"

Day School: Admiral Farragut.
Pet Peeve: Drill.
Suppressed Desire: To grow.
Hobbies: Insignias, skiing.
Ambitions: Annapolis.

CLASS ESSAY

FORSAKE IT NOT

ANTHONY LEWIS

Slowly, during many generations, the part which a people plays in the shaping of world events changes to such a degree that the people becomes absorbed by surrounding groups and grows extinct. The changes often occur very slowly, while, at other times, they may come about suddenly. The group may be small and unimportant, or it may be great and powerful. It makes no difference. The American Indians were certainly unimportant in world affairs. They existed for many years in a primitive fashion. Then suddenly there came settlers to disturb their peace. What could they do? They simply were not far enough advanced diplomatically to be able to mix with these settlers in such a way as to remain on peaceful terms and still maintain their own privileges. Thus they resisted, and the settlers, being more skilled in warfare, reduced the Indians to an unimportant group and almost to extinction.

But the group does not always have to be an unimportant one for such circumstances to arise. Observe the history of the Roman empire. Rome had almost complete control of the civilized world. Nevertheless, she, too, because of weakness and degeneration, was annihilated. Rome possessed power and statesmanship, but lost her moral strength. Or, let us take for another example, a cultured people, the Aztecs. This nation, the most civilized of its period, flourished for many years. But with all its culture, it lacked the power to negotiate with the Spaniards in such a way as to have mollified their lust for gold. Thus, their civilization, too, perished in much the same way the almost uncivilized American Indian did.

What, then, does the Jewish people have that, after so many years of personal and mass persecution, of intrigue and exile, of pogrom and concentration camp, has kept it alive and vital? The Jews have dwelt in many lands, some of whose inhabitants have themselves been absorbed by other peoples. Although down through the years assimilation has taken its toll among the Jews, they are still a vital factor in today's modern world. Why?

The answer is that the Jews are like the newly discovered "plastic-with-a-memory." They, like the plastic, were shaped into an original form; and then, no matter how they were molded afterwards, they always could regain their original shape and needed only the right conditions to return them to that form. The Jewish people have dwelt in many lands during their history. Many times has it seemed that a civilization has absorbed the Jews living in it. But each time, when the pendulum of persecution swung, many of those who seemed to be completely assimilated fell in with their comrades and voluntarily shared their fate. For it seems that the Jews are like reeds in a storm;—blown and bent with every wind, but always straightening up again when the tempest is over. And the wonder of it all is, that even though, at times, it has been a great task for the Jewish people even to maintain their existence, they still have always been

able to make some contributions to the ultimate glory of their adopted lands. When Jews flourished in Spain, historians labeled the period "the Golden Era"; and when Turkey opened her gates to the Jews, she too flourished. And, so on down the ages. And when the pendulum swung—in times of persecution and oppression, the Jews never lost their identity even when conversion was the only way out.

Of course, this immunity to complete assimilation was not always the case. Proof of this fact is the fate of the so-called "ten lost tribes of Israel." Never in the whole of the Judaic chronicle did the Jews ever come closer to the loss of their identity. But even while the flame flickered low in the north, in the southern kingdom of the two little tribes of Judah, the prophets were uttering their great pleas for peace, justice and the brotherhood of man, and were paving the way for an ethical and moral Judaism which enabled the people to survive and to hope even though removed from its native soil.

Thus the flame alternately flickered and shone through the ages. Today, here in America, the flame is a shining beacon. But, paradoxical as it may seem, we are now the remnant of what was once a substantial world Jewry. We must survey carefully our duty as the Jewish citizens of tomorrow. For it is we who will guard that flame during the post-war era. We must admit, that in the atmosphere of political and social freedom in the United States many Jews have sacrificed activities which were essentially Jewish. There are too many American Jews today who fall into two main types,—the first being almost as bad as the second. The first is the Jew who believes that by being a member of a congregation, by contributing to Jewish charities, and by pledging money for the betterment of the synagogue or temple, he is fulfilling all his obligations as a Jew. Nevertheless he is not up to date on Jewish current events, rarely attends services, and thinks that attendance on Rosh Hashonah and Yom Kippur is sufficient proof of his Judaism. The second type is the Jew in name only. His type is obvious. Neither of these truly is the proto-type of the ideal Jew whose task it will be to cherish the flame of Judaism. The activities of the first type comprise the foundation to which must be added regular attendance at services, active participation in Temple activities, a well-rounded knowledge of Jewish affairs, both current and historic, and observance of such tradition and customs as will enrich and preserve the life of the American Jew.

It is for us the American Jews to carry the torch; it is for us to preserve the tradition and the heritage. We must teach it to our children and to our children's children. We must merge the two flames of Americanism and Judaism into one unquenchable beacon that will light our way in the post-war world.

Last Will and Testament

We, the Class of 1947, being of sound (?) mind and whole body, do solemnly declare this to be our last will and testament:

To Mr. Nemzoff and the Faculty we leave our most sincere thanks and appreciation for the kindness and patience which they have shown us during our fairly regular attendance at school.

To Mr. Gordon we leave an automatic chewing gum disposal unit for use in future confirmation classes.

To Mr. Lurie we leave the next class of "Modern Jewish problems" which, we hope, he can solve.

To Mrs. Finstein we leave a telephone switchboard that will automatically call any member of the TORCHBEARER staff and remind him of his assignment.

To Mr. Grenier we leave the book MIRACLE OF THE BELLS.

Lenny Kent leaves a trail of broken hearts.

Lee Lockwood leaves his candid camera shots for future use in the Hall of Fame.

David Boyer leaves his sharp ties as vote getters for next year's class president.

Billy Ullian leaves a spot in the choir that a lot of men would like to get!

Mariann Singer leaves a little bit of lipstick here and a little bit there.

Tony Lewis leaves—still discussing that latest problem.

Burton Finkle leaves some slightly used wise-cracks.

Barbara Mandlestam and Connie Frye leave, still talking over last night's affairs.

The Glaziers (Glazers) leave us still trying to decide who is which.

Jeane Rudofsky leaves with a fine record and plenty of friends.

Jimmie Fishel leaves, and he can't believe it himself.

Selma Gordon leaves a laudable ambition—to be like Katherine Cornell.

Frances leaves nothing so that she can remain a *Blank*.

Ralph Wharton leaves with other Whartons to follow.

Fred Kruger leaves for icier climes. (He said so himself.)

Larry Harrison leaves his capacity for getting out of hot water gracefully.

Susan Krass and Margie Seegel leave their alarm clocks that are guaranteed not to wake one up on Sunday mornings.

Lenore Adler and Lois Green leave their theme song, "I Wanna Get Married."

Stevie Grauman and Joanie Walden leave their gift of gabbing-without-being-caught.

Bobbie Bush leaves his drawing pencils to next year's art editor.

Larry Feldman leaves some slightly used Triple Bubble Gum.

Sandra Lee Harris leaves us wondering how she finds time for Sunday School with all her hobbies!

Stephen Silverman leaves.

Sally Sieve leaves and deprives us of a lot of corny puns.

Elaine and Amelia leave—both being *stern* because they have no choice in the matter—yet!

Singing to his heart's content,—Malcolm Rivkin leaves.

We wish that Janet Schein would leave some of her gorgeous clothes.

Nancy Rogal leaves and we are still drooling over her brother.

Carolyn Fisher, Joan Riesman, Janet Schulman, Madelyn Wechsler, and Ann Harwich all leave planning to pursue various musical careers.

Elaine Kahn leaves the inside information on everybody.

Arlene Goldberg leaves a record that other classes can aim at.

Marion Gulkin leaves for high finance.

Susie Strauss leaves her theme song, "I've got a little list."

Paula Nissen leaves—still trying to grow taller.

Sally Ann Kantor leaves us guessing as to what she's collecting.

Estelle Kingsbury leaves with her millionaire boss and we ask if he has a friend.

Maurice Lesses leaves a worthy ambition.

Roberta Lotto leaves a game of Bingo—for variety.

Joseph Richard leaves with the faculty still trying to figure out whether he is Joseph Richard or Richard Joseph.

Ruby Rosenberg leaves with us still trying to figure out whose initials E. S. and L. C. are.

George Rubin leaves to the tune of "Bell Bottom Trousers."

To some aspiring writer, Ronna Rosenfield leaves the opportunity to make puns on her name—such as Lilly of the valley—get it?

Tobey Rosenberg leaves her histories of the United States to all future history students.

We wish we could leave a stable of horses to Betty Milchen.

Ruth Lurie leaves us wondering why anyone would want to jump rope a hundred times.

The girls of the confirmation class leave their names—and telephone numbers for future reference.

The class of 1947 leaves as Jo Silbert is coming in.

The TORCHBEARER staff leaves sealed instructions for the next year's members telling how to be excused from class gracefully.

And finally to the Children's Library we leave two books: HOW TO WIN FRIENDS AND INFLUENCE TEACHERS, by Carl Sapers; and HOW TO APPEAR BRILLIANT—a symposium by those who have tried.

Witness our hand and seal this 10th day of May, 1947.

ELAINE KAHN
SUSAN STRAUSS
CARL SAPERS

MEET THE CLASS

ralph Wharton
susan stRauss
elaIne kahn
barbara mandelsTam
tony lEwis
fred kRuger
carl Sapers

nancy rogAl
betTy milche:
larryHarrison
frances bLank
jimmie fishEl
ruTh lurie
elise glaziEr
paula niSsen

jo Silbert
lee loCkwood
bob busH
arlene gOldberq
roberta Lotto
stevie grAuman
jeannie Rudofsky
amelia Stern

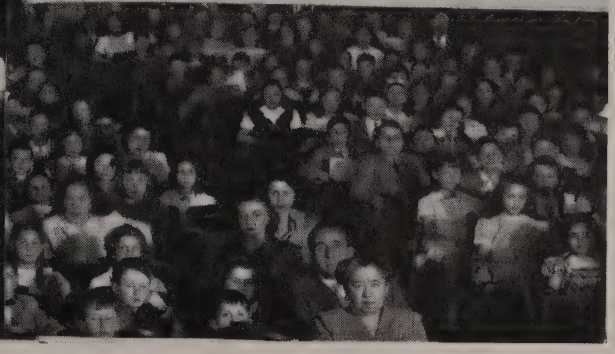
Madelyn wechsler
billy Ullian
loiS green
malcolm rIvkin
janet sChulman
george rubIn
judith glAzer
anN harwich
carolyn fiSher

margie Seegel
elaine sTern
rUby rosenberg
selma gorDon
ronna rosEnfield
joaN walden
Toby rosenberg
susan krasS

janet Schein
lenny kenT
dave boYer
marian guLkin
connIe frye
joan rieSman
sallyann canTor
sandralee harriS

joseph ricHard
bUrton finkle
Mariann Singer
lenOre adler
larRy feldman
steven sIlverman
maurice leSses
esTelle Kingsbury
sally Sieve

THE RELIGIOUS SCHOOL



FACULTY

(*Left to Right*)

BOTTOM ROW: Mrs. Tumaroff, Miss Abelson, Mrs. Rosenberg, Mrs. Linsky, Mr. Nemzoff, Mrs. Alpert, Mr. Lurie, Mrs. Flax, Mrs. Finstein, Miss Grodsky, Miss Rosenstein.

MIDDLE ROW: Mrs. Weisfuse, Miss A. Lief, Mrs. Kandler, Mrs. Margolis, Miss Barish, Miss Bass, Miss Snyder, Miss S. Lief, Mrs. Seligson, Mrs. Feinberg, Miss Fine, Miss Wantman, Mr. Korinow.

REAR ROW: Mr. Fromm, Mr. Gootkin, Mr. Gordon, Mr. London, Mr. Rosenthal, Mr. Bornstein, Mr. Goorvich, Mr. Rosen, Mr. Klein.
(Absent, Miss V. Block.)

PRIMARY GRADES

HOLIDAYS IN RHYME AND SONG

HOLIDAYS THROUGHOUT THE YEAR

Ellen Goldman, Grade 3

The Sabbath comes on Friday night
And then we light the Shabbos light,
It truly is a lovely sight.

Rosh Hashonah comes but once a year,
It is a holiday dear
Because, you see, it is for us the
Start of a New Year.

Yom Kippur is a holy day,
When loyal Jews pray all day,
To forgive us for sins once done,
And promise right for days to come.

Succos is a happy day
When Jews are oh—so gay,— and say,
"What a happy holiday!"

Then comes Chanukah, and we, each night
Light another candle, gay and bright.
With gifts and toys and latkes too
This holiday brings joy to every Jew.

On Purim we think of Esther, the queen,
Who spoiled the plans of Haman, so mean!
With masks and parties and games so gay
We all love the Purim holiday.

And then comes Passover, when every Jew
Remembers Moses and Aaron too;
And then on Shevuoth, at the end of the year;
We remember the ten commandments to us very dear.

WHY I LIKE SUNDAY SCHOOL

Barbara Blank, Grade 3

I like Sunday School because
I learn to be a good Jew.
I learn to read Hebrew
We have tests and draw pictures and color them and make books.
We have pageants and parties.
We have assemblies and movies.
We learn Hebrew songs, games, and dances.
I like Sunday School.

A DAY AT SUNDAY SCHOOL

Rosalyn Alpert, Grade 4

At ten minutes to ten our teacher, Mrs. Flax, reads all the notices for the day, takes the attendance and collects the children's money,—donations for worthy causes which we call Keren Ami. Then we start our work.

We learn interesting subjects which include Jewish history of our forefathers of long ago. We also study Hebrew which is my favorite subject.

On some Sundays when all our work is done and there is a little time left before going home, we sing Hebrew songs or play games. Sometimes we have entertainment in the assembly hall. I like Sunday School very much, and I think it is a very nice way to spend Sunday morning.

WHAT I HAVE LEARNED

Neil Olken, Grade 5

I have learned to be a good Jew.
I have learned my Hebrew, too.
I know my Jewish history
I know how the Jews wanted to be free.
I know my current events too,
And that Keren-Ami, the money that helps,
Comes from me and from you.

OUR EXHIBIT

Emily Goldberg, Grade 4

One of the most interesting things we had this year was the Pesach sand table exhibit in our room. It showed how Moses brought the Jews out of Egypt. Here is a description of how it looked: on one side is Egypt, and on the other, Palestine, separated from Egypt by the Red Sea. In Egypt there are pyramids and slave drivers with whips in their hands. In the Red Sea we see the fleeing Egyptians as they drown,—the men's heads and hands and the horses' heads and tails just showing above the water; and in Palestine there are grass, trees, and the Hebrews dancing and singing because they have at last found freedom.

HOLIDAY FUN

Michael Harting, Grade 3

At Sunday school we have such fun
As soon as our holidays have begun.
There is Chanukah, the Feast of Light,
With each of its candles shining so bright.
And then there's Purim, when each loyal Jew
Remembers Esther, brave and true;
With gregors loud and masks so gay
We celebrate this holiday.
Then comes Pesach, best of all,
When we hear of Pharoah's fall,
When Moses, under God's command,
Led Israel to the Promised Land.
There are other holidays,—yes—many more.
They all are worth waiting for.

THE STORY OF PURIM

Dorothy Ann Seidel, Grade 5

Purim is a time of joy,
For every Jewish girl and boy.
Our Grandma bakes good things to eat,
We think that that's a wonderful treat.

Hamantaschen, sweet and fat
Are fashioned after Haman's hat.
Haman made the gallows tilt,
The gallow which he for Mordecai built.

Then Esther, pretty as she was wise,
Gave wicked Haman a great surprise.
She told the King of his bad scheme,
The jig was up for Haman, it seemed.

He begged with the King to no avail,
The Megillah tells us he grew so pale.
The Jews of the city did then rejoice.
And a song to the Lord they gave voice.

We all love this very jolly feast,
We hope that trouble for the Jews has ceased.
Ours is a heritage noble and proud,
The Jewish religion is richly endowed.

PASSOVER

Linda Lurie, Grade 5

Passover is a time for fun,
For every mother, father, and son.
Matzoh, wine and other things,
All these things, does Passover bring,
Elijah, our prophet, wise and good,
Helped the poor Jews as much as he could,
We remember him well,
Our fathers the story do tell,
Of the miracles he brought
And the many lessons he taught.

HANUKKAH

By Nancy Goldman, Grade 4

Hanukkah comes but once a year,
And very soon it will be here.

Hanukkah candles we will light,
Just before day turns to night.
Hanukkah presents you will give to mother, sister and dad,
And we certainly hope you will all be glad.

PESACH

Michael Ruttenberg, Grade 3

Pesach is a lovely day,
We celebrate with glee.
For slavery is over
And we are all free.

PASSOVER

Marjorie Herring, Grade 6

On Passover only Matzo we eat,
Because when the Jews escaped in the great heat,
They had no time to bake their bread,
And so today we have Matzoh instead.

And when they came to the Red Sea,
They called upon Moses, for it was he,
Who was sent to deliver them from Egypt land,
And lead them across the desert sand.

So with his rod, he tapped the sea.
And the Red Sea parted for a people—free
And thus, the Hebrews who left Egypt land
Were delivered from Pharoah's hand.

HANUKKAH

By Roslyn Alpert, Grade 4

On Hanukkah, on Hanukkah, when candles shed their light,
Everything is so neat and shiney,
It is a pretty sight.

The children are on the rug,
Playing with the driedel,
While baby is sound asleep in her cradle.

INTERMEDIATE GRADES

HANUKKAH

By Dorothy Seidel, Patricia Brown

Hanukkah was started in the days of old,
When the Maccabees were strong and bold,
Wicked King Antiochus punished all the Jews
For not worshipping idols the way he did choose.

Then the Maccabees arose, fired with ambition.
And as the story goes, "They saved a nation!"
The tyrant was conquered and the Greeks tasted defeat,
The Greek drummer boy beat a call to retreat.

They rebuilt the Temple that had been destroyed,
As the Menorah was low, the Maccabees were annoyed.
The call went for fresh oil, lest the light go down,
Could it come in time? The elders each wore a frown.

But lo and behold, the oil lasted for eight whole days,
So the people thanked God and sang songs of praise.
'Twas decided to celebrate at this time of year,
To give presents to everyone and to have hearts full of cheer.

THINGS I LIKE ABOUT TEMPLE ISRAEL

"I like Sunday School because the teachers tell nice stories and draw pictures on the blackboard." Carol Alpert, 1A

"I like the assemblies." Nancey Gorney, 2B

"I like to learn about my religion." Paul Wasser, 2C

"I like to do Hebrew because it's such fun to read. I like to do the workbook because it's fun to study Jewish history. Robert Katz, 4

"I like the arts and crafts classes." Connie Golub, 7

"I like studying the history of the Jews because it helps me to see how much I can be proud of." Muriel Nissen, 7.

MY SUNDAY SCHOOL CLASS

Earl Silbert, Grade 6

In history I learned all about the Golden Age in Spain. Judah Halevi was a great poet and Maimonides was a great philosopher. He wrote a very famous book called THE GUIDE FOR THE PERPLEXED. We gave a play on the Golden Age In Spain, and presented it for the school and our parents.

In biblical literature we learned about David and Solomon. At the present time, we are studying about the division of the two kingdoms.

In Hebrew we learned all about the wonderful Jewish holidays. We learned the four questions by heart in English and in Hebrew. I enjoy studying the Hebrew reading and prayers.

PASSOVER

Jonathan Beckwith, Grade 6

Passover days are coming near
The seder service will soon be here.
Charoses, and the moror, too
Soon all will come to me and you.

We shall read the Haggadah soon
And sing a song with a lively tune
The Matzoh too we will hide
To find it we shall need a guide.
Soon the service will be done
After that there'll be some fun.
Then we must go to bed
And dream of the Haggadah just read.

A DAY IN GRADE 7

Ronna Jacobson, Grade 7

From Mr. Bornstein's class come we
Where we have learned some history;
We learn of our great background
Where tales of courage and faith abound.
Mrs. Finstein tells how
The Jewish people live right now.
From Mr. Rosen we learn of prophets brave,
Who preached and taught, their people to save.

WHAT WE STUDY IN GRADE 7

Elinor Burmon, Grade 7

This has been a year of learning about the Jews and their culture. In history we are studying the book "How the Jewish People Lives Today". It is an interesting and well-written book starting with the story of the Jewish community in Spain during the Golden Age.

In Bible we are studying the great prophets. We have already learned about the prophets Amos and Hosea, and now we are studying Isaiah. One of the chapters which we discussed in detail was the "Parable of the Vineyard."

In Jewish Community Life, we are studying one of the most interesting books I have ever read, DOROTHY AND DAVID EXPLORE JEWISH LIFE. It is not written at all like a text-book but rather like a story in which the two children, Dorothy and David, discover all about their Jewish community through their visits to the various organizations. Each of us had a special report to write in this course on some organization in which we were particularly interested. We are also planning to visit some of the places about which we are studying. I can hardly wait to go on these trips and I think we shall learn a great deal.

All in all this has been one of my most interesting years at Sunday School.

ARTS AND CRAFTS

Selma Levine, Grade 7

In addition to the three courses which we study in Grade 7 we have done some special arts and crafts projects. Some of the students made tiles, while others did clay models and drawings. The material was drawn from stories of the prophets and holiday celebrations. We also have a very interesting Current Events book called World-Over which we get every other week. This book contains stories, games, and news, all of which help to make our Current Events period very interesting.

PEOPLE IN THE NEWS

Merle Mandell, Grade 7

One of the interesting courses which we study in the seventh grade is Current Events. In the class, we have studied about men in the news. Among those whom we read about was J. Robert Oppenheimer who worked on the atom bomb. His work helped smash Hiroshima. We also learned about David Ben-Gurion who is the chairman of the Executive of the Jewish Agency. The next man we learned about was Benjamin A. Cohen who is Assistant Secretary of the United Nations and is trying to bring the nations of the world closer together. We found how much Jews contributed to help winning the war.

We did not neglect the Jewish women who have played an active part in the Jewish news. One of the outstanding Jewish women is Mrs. David M. Levy whose work for the United Jewish Appeal has won her the honor of being named "The Jewish Woman of the Year."

Did you know that Robert R. Nathan has been called the "Thinking Committee" and was a close advisor of President Roosevelt? And then there was Leon Blum who was one of the few men who dared to speak out against the Vichy government. A very important man in the news is Bernard Baruch who has frequently been called the "Advisor to Presidents," and who has advanced a theory as to the control of the atom bomb.

We also learned about Joseph J. Schwartz, Henry Morgenthau, Jr., and finally, about Mr. Sol Bloom who is Chairman of the Congressional Foreign Affairs Committee. The study of current events helps us to see how the Jewish people fit into the world picture and how great men and leaders are helping the cause of peace and brotherhood throughout the whole world.

AN IDEAL SUNDAY SCHOOL CLASS

Sandra Shohet, Grade 7

An ideal Sunday School class would be one
Where the Sunday School teachers would be none.
We'd study and study without any books,
And not have to worry about warning looks.
The class would decide what subjects they wanted,
And proceed to enjoy them with joy undaunted.
Each day there would be an assembly,
With plays and songs and movies to see.
We'd take a vacation now and then,
With none to tell us how and when.
This is many a pupil's thought—
To come to Sunday School and not be taught.
But, oh, and alas, if this were true,
What earthly good would Sunday School do?

THE ASSEMBLY I ENJOYED THE MOST

Glenda Marcus, Grade 7

I found the debate on immigration by the seventh grade the most worthwhile assembly so far this year. Very ably moderated by Stephen Morse, members of the discussion presented their points of view and then answered questions from the audience. The subject: "Should we change our Immigration Laws" was discussed in the following manner: Elsa Kahn took the affirmative side and she advanced the idea that we should open our gates to all people of all religions and races who came to our shores seeking freedom of worship. The negative side was taken by Gordon Levin, who very ably presented the point of view that we should wait a few years at least before relaxing our immigration laws in order that veterans might get jobs and find homes. Judith Seltzer advocated a middle course, that of relaxing the laws somewhat in order to admit a limited number of immigrants and thus to set a worthy example to the rest of the world without endangering opportunities for citizens already residing in this country. All points of view were excellently presented and questions asked by members of the special parents'-day audience were handled very well. The project arose out of discussions on organizations devoted to the special care and problems of immigrants. I found the assembly one of the most interesting I have ever attended.

A PASSOVER POEM

Susan Trichter, Grade 7

Passover is my favorite holiday in the year
When everybody should be full of good cheer.
As around the seder table we sit;
With the beautiful glow of the candles when lit.
With the matzos, Charoses, and fresh wine
And the Afikomen about which we wish to say, "That's mine."
And then it's all quiet when the prayers are read.
And soon all the little ones are ready for bed.
At last the seder has ended; off we go to sleep
And we must wait another year the beautiful seder to meet.

MY FAVORITE PROGRAM

Elisse Robbins, Grade 7

The assembly I enjoyed the most was our Purim gathering. The play, PURIM PINNOCHIO, was exceedingly well done by members of the 4th grade of our Sunday School. It was about a boy named Pinnochio who didn't want to go to Hebrew School, and as a result many things happened to him. There was dancing and singing in the play. Afterwards, the Children's Choir sang a program of songs which sounded very nice. The lower grades and then the upper grades took turns going down into the Social Hall where a wonderful carnival was going on. We won all kinds of prizes such as candy, hats, necklaces, toys, and many other things. By that time, the Sunday morning was over and we all regretfully had to leave. I am sure that it is one program we shall all remember because such a good time was had by all.

PURIM

Stephen Endlar, Grade 7

— 1 —

Purim is a day of joy,
But oh, how Haman did annoy
The Jews of long ago!

— 2 —

Arose a girl prettier by far
Than even a glamorous Hollywood star;
This fair maiden, Esther, by name,
Soon won herself glory and fame,
In all the land of Persia.

— 3 —

When the king heard of her renown,
He wanted with her to share his crown.
Esther was queen, and a fair queen was she.
And she helped Mordecai their people to free.

— 4 —

And so on Purim we all are gay
And read the Megillah and spin the grega the whole long day
And remember Queen Esther, and Mordecai bold
Who rescued our people in days of old!

HIGH SCHOOL DIVISION

THE HEBREW TEACHERS COLLEGE

Anne Eiseman, Grade 8

One of the most interesting things the seventh-grade did was the trip which we took as a climax to our study of the Jewish community in Boston. We visited the Hebrew Teachers College, 14 Crawford Street, Roxbury; there, in the school library, Mr. Louis Hurwitch, the Dean, told us something of the school's history and purpose.

The building was once a church and twice a synagogue before it was purchased for use as a college. Additions have been made to the original building in order to accommodate the growing numbers of students.

The men and women attend the college for two reasons: first, to study the Bible, the Talmud, and other great contributions of Hebrew literature, and, secondly, to become teachers in the Hebrew schools of the city and country. Students are recruited from the Hebrew Schools of greater Boston. After having spent six years in Hebrew schools, these children are given an examination which qualifies them for entrance to the Hebrew High School which they attend for four years. After the High School, they attend the Hebrew Teachers College for four years. If they are found qualfied after these fourteen years of religious training, they are graduated from the college with the degree of Bachelor of Jewish Education. It is interesting to note that all this education and training is obtained in addition to public school studies, since classes are held in the afternoons after regular day school hours. Students must have a great love for learning and desire to study in order to be willing to spend all this extra time in study. Many students become leaders in fields other than Hebrew teaching, and among the H.T.C. graduates there are lawyers, doctors, rabbis, etc.

The course of study includes: The Bible, the Prophets and the Five Books of Moses, Jewish History, Hebrew as a language, reading, writing, composition, etc., Hebrew literature, and the psychology of teaching. The language spoken in all classes is Hebrew.

The tuition is $150 a year for those students who can afford to pay, but no one is prevented from studying merely because he cannot afford the tuition. As a constituent member of the Jewish Philanthropies the College also receives some of its funds from that organization.

Mr. Hurwitch closed his lecture by showing us some of the rare publications which are owned by the Library. One of the most interesting of these was a polyphonic Bible, that is, a Bible written in many languages, in this case, nine.

We found the trip very interesting and educational.

THE MISHKAN TEFILA JEWISH MUSEUM

Barbara Hoffman, Grade 8

After visiting the Hebrew College we visited the Jewish Museum at Temple Mishkan Tefila, the director and founder of which is Mrs. H. Rubenovitz. In the absence of Mrs. Rubenovitz, Mrs. S. Ben Israel showed us around the Museum. It would be difficult to describe all that we saw, and there were many things of which we caught only a glimpse, but among the interesting things which Mrs. Ben Israel pointed out were: a table on which there were colored cards showing many scenes from the Bible; a reproduction of the statue of Moses by Michael Angelo; several cases of spice boxes of all types; one of the most interesting of these were a spice box in the shape of a fish that was flexible. There was another part of the room in which there were all types of Menorahs and candelabra. One Chanukah menorah had the Lion of Judah as a motive.

Among other unusual things which we saw was a miniature Bible which could be seen only with a magnifying glass, many sketches and drawings by Jewish artists, illuminated manuscripts, and other rare objects.

We enjoyed our trip and learned a great deal about our Jewish life from it.

THE BIBLE

Anne Eiseman, 8B — Janet Wolk, 8B

Our third subject in the eighth grade was the later writings of the Bible. The surprising thing we all discovered about this course was that although we discussed the Bible which was compiled many centuries ago, we found many things which relate very closely to present-day living. The Book of Proverbs, for example, consists of

many wise sayings. The proverb: "A Woman of Valour, who can find" tells about the characteristics of the ideal woman of olden times. This woman is just what a modern woman should be—kind, good, and helpful. Another proverb: "He that trusteth in his riches shall fall; but the righteous shall flourish as foliage" shows what people still believe today; that money isn't everything and that other things such as honesty and kindness count more.

The Book of Daniel, in allegorical form, has as its main theme that God rules the rise and fall of *many* nations, a fact which we have discovered in modern times.

One sentence from the Book of Esther which tells the story of Purim, made a particularly deep impression on me: "Think not with thyself, that thou shalt escape in the king's house, more than all the Jews." This line spoken by Mordecai to Esther the Queen can be interpreted in our modern life to mean that even though we Jews are leading a comfortable life here in America, we must not forget those other Jews throughout the world who are starving and living in detention camps.

In the Book of Psalms we saw some of the beauty of language and verse for which the book is famous.

J. Wolk

When you "ambitious" students get to Grade 8 you will study the "Book of Ecclesiastes", Koheleth. Some of the ideas in it are very pessimistic and may cause us to wonder why the book was included in the Bible at all. I, for one, do not agree with Koheleth: I believe that man does have freedom of choice in many, many problems. Perhaps he may not have that choice in the most important things, such as life and death, but he certainly does in the major decisions of his life. There are thousands of small things which you or I could name. If Koheleth, by his saying, "There is nothing new under the sun," means that there is day, night, day, night, etc., he is certainly right. But, *that* certainly is not the only thing under the sun. Think of the medical, scientific, and mechanical progress people have made and are still makign every day, every year.

Another one of Koheleth's sayings was, "Don't take life seriously." I am divided in my opinion on this question. In one way I agree with Koheleth; if anyone took life seriously all the time and never laughed, there would be something radically wrong with him. Or else he would have to be the saddest person in the world. On the other hand, if you laughed and were gay all the time, it would be just as bad. In short we must achieve a balance. And we find this too in Koheleth in his quotation beginning, "To everything there is a season . . ." All, in all, we found the Book of Ecclesiastes interesting though pessimistic.

OUR CLASS WORK
CUSTOMS AND CEREMONIES

Martha Goldberg, Grade 8C

In the eighth grade we have a varied and interesting program. In Current Events, which we studied with Mr. London, we discussed many of the problems facing the Jews today. During the first half of the year, different pupils were chosen to make two to five minute talks on a current Jewish subject. The topics ranged from famous Jewish people to different phases of the Palestine problem. After the talks we usually had a discussion on the particular subject which had been the subject of the morning's activity. Many of the subjects chosen were derived from the WORLD OVER news edition.

We also studied customs and ceremonies using as our text book Edidin's CUSTOMS AND CEREMONIES. We learned about dietary laws, holiday observances, and many other interesting facts concerning Jewish holiday observances.

JEWISH ORGANIZATIONS IN THE U.S.

Carol Sallinger, Grade 8A

Throughout the ages, the Jewish community has always felt a responsibility toward its members and has provided organizations to fulfill the requirements of the people as the need arose. This year in Mr. Goorvich's class, we studied about national organizations devoted to Jewish learning and progress. Our studies were based on THE STREAM OF JEWISH LIFE, written by Dorothy Alofsin.

Among the subjects which we considered at length were Reform Judaism, Conservative Judaism, relief organizations such as H.I.A.S. and O.R.T. Jewish hospital and medical centers, Settlement Houses, College organizations, such as the Hillel Foundation, the Jewish Welfare Board; Hadassah, and many others, all of which helped us to appreciate the size and scope of Jewish educational, and community work.

During the year, each student selected a particular organization in which he was interested and submitted a booklet on it. On the whole, I found this course very helpful in learning more about Jewish life in the United States.

THE PROOF OF THE PUDDING

Proverbs brought up to date.
Susan Cohn, Richard Morrison, Grade 8

At report card time:

"A wise son maketh a glad father;
But a foolish son is the grief of his mother."

The class jokester:

"The wise man lays up knowledge;
But the mouth of the foolish is an imminent ruin."

The town gossip:

"He that heedeth hatred is of lying lips
And he that uttereth a slander is a fool."

Ask the Japs and Nazis:

"The wicked are overthrown and are not,
But the house of righteous shall stand!"

MODERN JEWISH HISTORY

Robert Dreshfield, Robert Mayer, Rolf Kates, Grade 9

The ninth grade studied the history of the Jewish people in the United States using as text the book by Rabbi Lee J. Levinger by that name. During the first part of the year the classes studied the original immigration of the Sephardic Jews to the Western Hemisphere. This study involved some brief biographies of famous Jews, why they came, where they went, their achievements and their contributions to the United States and to Jewry.

The second term was taken up with the study of the growth of the Jewish population in the United States. This topic dealt with the flow of immigration, which resulted in the increased population of the United States. We learned how Jewish immigration to the United States in the 19th century started with the immigration of German Jews. These people founded and expanded such organizations as B'nai B'rith, the United Hebrew Charities, and the Jewish press. We also studied about the beginnings and the growth of Reform Judaism, its principles, secular tendencies, and organizations.

The third term dealt with American Jewry in the twentieth century. This chapter of our history told of some of our Jewish pioneers since the 1900's. We also made intensive analyses of the cultural standing of the Jewish people today, our secular tendencies, our problems, and our institutions.

This year we have gained a detailed knowledge of our fellow Jews, their organizations, their backgrounds; we have learned of the part our people had in the formation and development of our American democracy. The course proved both enlightening and informative.

A SUMMARY OF THE YEAR'S WORK

Ruth Pearlstein, Grade 9

This year we have progressed far in studying about rebuilding the land of Palestine. We have learned about the great task which lies before us; namely, restoring Palestine as a homeland for the Jewish people.

Using as our text, REBUILDING PALESTINE, we learned how the Jews advanced from dreams to deeds, and of the special progress made since World War I when the nations of the world recognized the right of the Jewish people to the little land of Palestine.

We had many interesting discussions on the claim of the Jewish people to Palestine with special reference to the four major claims: history, achievement, need, and legality. We learned that Palestine has been many things to the Jewish people:—a haven of refuge, a center of protection, a source of inspiration and of culture, and an aid to survival.

Next we considered the Zionist movement. This we studied very carefully and thoroughly since it is such a vital force today. We learned about the history of the movement, the Zionist parties, women's organizations, the financial sources, its self-government, and the Jewish Agency. In order that we could know more about Zionism than that which our book was able to offer us, we wrote a booklet on Zionism —or some phase of it, using outside references.

In relation to our study of what the Jews have done for Palestine, we studied the life in the colonies of all types. No course on contemporary Palestine would be complete without a chapter on Tel-Aviv the all-Jewish city.

This course certainly helped us to become both enlightened Jews and intelligent Americans since the Palestine problem is now a world responsibility. One cannot help feeling as he reads of the wonderful accomplishments of things that were once dreams, of the spiritual strength which Palestine brings, that out of the struggle now going on will emerge a new birth of freedom and that a Jewish Palestine will take its rightful place among all the free countries and nations of the whole world.

KEREN AMI (FUND OF MY PEOPLE) REPORT

You all know what the Keren-Ami is: the Fund of My People; the money given by us is used to help Jews and non-Jews here and abroad. All of us contribute to this fund because it is our duty to help those who are less fortunate than we. This year our school exceeded even the wonderful record of last year.

The following contributions have been voted by the pupils of the School from the Keren Ami Fund:

Committee of One Hundred for Negroes	$ 5.00
The American Jewish Committee	10.00
American Jewish Congress	10.00
Red Mogen Dovid (Palestine Red Cross)	5.00
Bay State Society For The Crippled and Handicapped, Inc.	15.00
Common Council for American Unity	5.00
Federal Council of Churches, Dept. of Race Relations	10.00
The Jewish Braille Institute in America, Inc.	15.00
Council Against Intolerance in America	10.00
Mishkan Tefila Museum	5.00
American Com. for Relief and Resettlement of Yemenite Jews	10.00
American Foundation for the Blind	15.00
Boston Tuberculosis Association	15.00
Council of Jewish Women	10.00
Hebrew Immigrant Aid Society	15.00
Hebrew Ladies' Home for Aged	10.00
Home for Jewish Children	10.00
Jewish Memorial Hospital	10.00
Jewish Women's Scholarship Association	10.00
Jewish Tuberculosis Association	10.00
Noemi Lodge (For needy Children)	10.00
The National Farm School	10.00
United Negro College Fund	10.00
Boston Committee to Aid the Blind	15.00
Commission of Jewish Education of Reform Judaism	15.00
Hadassah Child Welfare	15.00
Palestine Pioneer Campaign	15.00
Jewish Child Welfare Camp	15.00
Hebrew Teachers' College	20.00
B'Nai B'rith	10.00
World Union for Progressive Judaism	15.00
American Cancer Society	25.00
Beth Israel Hospital	25.00
Hebrew Culture Fund	25.00
Nation Jewish Hospital at Denver	25.00
Red Cross	25.00
The Hebrew Union College	25.00
Infantile Paralysis — March of Dimes	50.00
Planting of Trees in Palestine— Palestine Arbor Day	125.00
Combined Appeal (Assoc. Jewish Philanthropies, United Palestine Appeal, etc.)	800.00
Youth Aliyah	75.00
Temple Israel	150.00
TOTAL	$1,705.00

WHAT WE STUDY AT THE TEMPLE ISRAEL RELIGIOUS SCHOOL

In the first three grades, children study about all the great men and women in Jewish history from Biblical times to the present day. They learn about these heroes and heroines by the story-telling method. Each class presents an assembly based upon the classroom work. They also learn about the Jewish holidays and have many projects, songs and games. Beginning with the third grade, children start studying Hebrew.

In the intermediate grades, pupils begin the study of Jewish history with the aid of textbooks. In grades 4, 5, 6, and 7, they complete the study of Jewish history through the use of the Soloff series. They also study the Bible, a portion of which is studied in all grades. By the time pupils are in the eighth grade, they finish the study of the Bible. Hebrew is studied with emphasis on the reading of prayers and the understanding of terms used in Jewish customs and ceremonies. Children also review the holidays and in the sixth and seventh grades, study current events through the magazine "World Over." In the seventh grade, pupils study about the local Jewish community and visit some local institutions.

In the 8th, 9th, and 10th grades the emphasis is on modern Jewish life. Students study about Jewish organizations and their work, current events, American Jewish history and Palestine. In the Confirmation Class, the Confirmands review Jewish history, study modern Jewish problems and then take up a special review on the principles of Judaism.

Of course, there are special assemblies and extra curricular activities as well.

REPORT ON THE ACTIVITIES OF THE HIGH SCHOOL CLASS

Frank Alpert

Twenty boys and girls answered the invitation for a course in Comparative Religions, with Rabbi Goldman in charge. We were pleasantly surprised that it was not to be merely a series of lectures in history.

With such questions as "What is religion about?" the Rabbi started the discussions, and introduced us to the different forms of religion since the ancient world. The discussion held our interest right along; we had the chance to clarify our ideas on some of the important aspects of life and religion. We learned how differently men have given their answers in religious terms.

The class discussions prepared us for visits to various churches, where we shared in the respective kinds of worship. Our class discussions, after each visit, gave us the opportunity to ask about that denomination, and to learn more about our own. Among churches which we visited as a group were the Unitarian, the Community Church, the Greek Orthodox, the Roman Catholic, the Episcopal, and a Hindu temple. In each we found the worshippers carrying on their belief in their traditional way.

We had a clearer sense of what religion aims at, and how it helps men to answer the problems of life.

OUR SEDER

Judith Eisenberg and Sandra Shohet
Grade 7

When around the Seder table we sit,
With all the candles so brightly lit,
We think of Jews of long ago
Under the rule of the cruel Pharoah.
We think of Moses, so loyal and brave,
Who to the Hebrews their freedom gave;
And brought them to the Promised Land
Under God's strong and guiding hand.

Mother is using her very best dishes;
And we are all eating "gefilte fish."
The moros so bitter, the wine so sweet,
The delicious charoses, so good to eat.
All are on the table for us to enjoy.
And the four questions are asked by the youngest boy.

The prayers are said in a solemn tone;
A symbol of sacrifice is the roasted bone.
The Afikoman was found and the prize was won.
And a good time was had by everyone.

CHILDREN'S CHOIR

Under the able direction of Mr. Herbert Fromm, the Children's Choir had a most successful season. The Choir sang at Children's Services, at the Purim and Passover Assemblies and at the three parents' meetings in March. The program sung at each Children's Service was related to the holiday or special event which was celebrated. The most elaborate program of the Children's Choir consisted of a presentation entitled, "The Jewish Holidays in Rhyme and Song." In poetry, the Jewish holiday was described followed by a traditional melody of that holiday.

During Jewish Music Month in February, a program of Jewish music was presented by a group from the Shomair Hatzoir (Young Palestine Pioneer Group).

In May, a song festival was held in which class sang two of the songs which they had learned in their classroom work. Members of the Parent-Teachers' Association acted as judges and gave honorable mention to those classes which sang the best.

The Confirmation Service had a large Choral group of Confirmands which was coached by Mr. Herbert Fromm and which added beauty and dignity to the service.

SPECIAL ASSEMBLY PROGRAM

In addition to the regular school assemblies, three special programs for parents were offered to show regular activities of the school. The first, on March 2nd, for parents of primary grade students, presented programs by the classes of Miss Fine, Miss Block, Miss Barish and Mrs. Margolis.

The second, on March 16th, for parents of intermediate grade children featured a presentation of Jewish Life in Spain by Mrs. Feinberg's sixth grade and a round-table discussion by students of the seventh grade, under the direction of Mrs. S. Finstein, on the problem of immigration;—also a prayer service by Mrs. Seligson's eighth grade and a current events broadcast by members of the Confirmation Class under the direction of Mr. A. Gordon.

GRADE I A

MRS. FANNIE BARNETT LINSKY, *Teacher*

MISS JOANNE SNYDER—*Assistant*

(*Left to Right*)

BOTTOM ROW: Roger Levine, Judith Tarlin, Gerald Goldman.

SECOND ROW: Miss Snyder, Joanne Werner, Helen Goldberg, Susan Spiegel, Alice Jacobson, Judith Bennett, Ferne Alpert, Carol Alpert, Mrs. Linsky.

THIRD ROW: Robert Kanter, James Sudhalter, Donald Sherin, Stephen Lash, Marcia Levensohn, Lee Bloom, Richard Cohen, Kent Barrabee.

REAR ROW: Daniel Weiner, Alan Horwitz, Alan Warsowe, George Yaffe, Alan Gordon, Richard Sheinwald.

GRADE I B

Miss V. M. Block, *Teacher*

(*Left to Right*)

BOTTOM ROW: Joan Dretler, Linda Seltzer, Priscilla Glaser, Donna Spectre, Ruth Nemzoff, Marjorie Wallace.

REAR ROW: Arthur Gold, Carl Finkelman, Kenneth Dana, Miss Block, James Burgin, Stephen Marglin.

GRADE II A

MRS. BEN ROSENBERG, *Teacher*

(*Left to Right*)

BOTTOM ROW: Mildred Cooper, Joyce Saxe, Barbara Kaye, Joan Widett, Peter Hanauer, Mrs. Rosenberg, Benjamin Labb, Brenda Jaffee, Sherry Alperin, Eva Lois Horovitz, Nancy Myers.

SECOND ROW: Stephen Werby, Anthony Gordon, Carolyn Kleinman, Lois Wayner, Patricia Stern, Irma Gail Spivack, Wendy Fox, Lesley Madfis, Kassell Sulkin.

REAR ROW: Paul Yaffe, Richard Freedberg, Robert Leverant, John Levenson, David Koplow, Paul Pearson, Michael Brody, Michael Troderman.

GRADE II B

MISS DORIS BASS, *Teacher*

(*Left to Right*)

BOTTOM ROW: Ronnie Mintz, Willa Goldberg, Lois Fleischer, Joan Rosenthal, Nancy Gorney, Louise Weintraub, Sandra Cutler, Marjorie Solo, Ann Rosenthal, Miss Bass.

SECOND ROW: Stephen Lerman, Frank Greenberg, Barry Simmons, Esther Jacobson, Nancy Milender, Phyllis Golub, Elsa Wharton, William Pokross, Warren Simmons, Howard Myers.

REAR ROW: Jeffrey Kowal, Richard Katz, Ralph Krensky, Stephen Richmond, Paul Prince, Richard Solar, Theodore Wasserman, Daniel Ginsburg, David Trilling.

GRADE II C

Miss Beatrice Barish, *Teacher*

(*Left to Right*)

BOTTOM ROW: Florence Licker, Dolores Laven, Joanne Feldman, Miss Barish, Susan Stone, Josephine Goldman, Susan Jaffe, Debra Ross.

SECOND ROW: Ellen Gorman, Edward Mahlowitz, Barry Daniels, David Goldkrand, Susan Slate, Fred Wilcon, Stephen Rosenberg, Geraldine Milhender.

REAR ROW: Daniel Thurman, James Levi, David Bakst, Jonathan Lurie, Ira Gorman, Paul Wasser.

GRADE III A

MRS. SAUL MARGOLIS, *Teacher*

(*Left to Right*)

BOTTOM ROW: Judith Finn, Louise Ann Olken, Carol Singer, Maxine Goldfarb, Mrs. Margolis, Nina Goldberg, Susan Sugarman, Sara Wise, Naomi Brisk.

SECOND ROW: Alan Goldman, Nathan Rosenbaum, James Kadison, Robert Schaye, Robert Warsowe.

REAR ROW: Richard Herman, Michael Feinstein, Donald Mordecai, Stephen Kramer, Arthur Ullian, John Freedman, Carl Jacobson.

GRADE III B

Miss Helen Fine, *Teacher*

(*Left to Right*)

BOTTOM ROW: Jane Rabb, Jane Brenner, Joan Katz, Jane Holtz, Judith Nemzoff, Judith Poorvu, Barbara Blank.

SECOND ROW: Arthur Spector, Michael Harting, Linda Poorvu, Susan Stone, Jane Lewis, David Horvitz, Robert Muellner, Miss Fine.

REAR ROW: Ira Feinberg, Michael Nieland, Stephen Palais, Richard Sudhalter, Richard Horwitz, Merrill Berman, Steven Popell.

GRADE III C

MISS SELMA LIEF, *Teacher*

(*Left to Right*)

BOTTOM ROW: Frederic Alper, Edward Heilbronner, Henry Miller.

SECOND ROW: Josepha Freedman, Ina May Sack, Susan Parker, Miss Lief, Beatrice Wolfner, Esther Hyneman, Joan Summerfield.

THIRD ROW: Richard Levine, Paula Goldman, Margery Weinbaum, Judith Biller, Stephanie Saltman, Susan Bloomberg, Donald Koleman, Stephen Cohen.

REAR ROW: Michael Kaye, Michael Gilman, Stephen Alpert, David Phillips, Richard Meyers, Mark Golub, Michael Frieze.

GRADE III D

Miss Lillian Abelson, *Teacher*

(*Left to Right*)

BOTTOM ROW: Grace Deutschmann, Roberta Fritz, Judy Glassman, Ellen Goldman, Marjorie Shaine, Rona Savel, Andrea Albert.

SECOND ROW: Donald Robinson, Richard Steinzig, Miriam Horwitz, Selma Gutlon, Elaine Cotton, Edwin Newman.

REAR ROW: Miss Abelson, Alan Robbins, Arthur Sondheim, III, Ronald Danziger, Irvin Gerofski, Peter Winograd, Michael Ruttenberg, James Sallinger.

GRADE IV A

MRS. HAROLD J. FLAX, *Teacher*

(*Left to Right*)

BOTTOM ROW: Michael Cohen, Robert Gorin, Michael Forman, Ralph Rubin, John Gross.

SECOND ROW: Nancy Ross, Deborah Levy, Frances Kaplan, Mrs. Flax, Cecilia Smith, Roslyn Alpert, Ruth Castleman.

THIRD ROW: Lawrence Gorin, Amy Gordon, Nancy Proger, Sylvia Rosenberg, Adrienne Glazier, Joan Watchmaker, Alice Morse, Nancy Goldman.

REAR ROW: Ralph Kemler, Peter Drooker, Carl Shine, Howard Goldberg, John Morse, Jr., Alan Morse, Jr.

GRADE IV B

MRS. SIMON KANDLER, *Teacher*

(*Left to Right*)

BOTTOM ROW: Roberta Finkelman, Constance Glaser, Carol Canner, Emile Goldberg, Barbara Kowal, Sara London, Joan Blank.

SECOND ROW: Paul Labb, Aaron Singer, Anne Harris, Joan Pokross, Stephen Porter, John Spooner, Richard Yaffe.

REAR ROW: Mrs. Kandler, Roger Cohen, Paul Goodman, Richard Seegel, Joseph Marglin, Lloyd Gordon, Thomas Wolf.

GRADE IV C

MISS PEARL WANTMAN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Janet Morse, Sandra Stern, Carol Fink, Miss Wantman, Ann Burmon, Sylvia Oppenheim, Susan Harwich.

SECOND ROW: William Segal, Richard Endlar, Charles Simberg, Linda Novick, Barbara Stonberg, Freda Rosenberg, Gail Beckwith, Geraldine Markun, Maynard Goldman, Donald Glazer.

REAR ROW: Michael Price, Philip Markell, Lloyd Tarlin, Jr., Robert Katz, James Gold, James Harpel, Edward Goldberg.

GRADE IV D

MISS RITA KRUMBEIN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Elinor Pearlstein, Susan Lasker, Miss Krumbein, Miriam Silbert, Stephen Gorin.

REAR ROW: Stephen Michelson, Paul Spiegel, Richard Rubin, Joseph Gordon, Elliot Morrison, James Brown.

GRADE V A

Miss Anita G. Lief, *Teacher*

(Left to Right)

BOTTOM ROW: Frederic Greenman, Richard Ross, Paul Daum.

SECOND ROW: Karen Slovin, Linda Lurie, Dorothy Seidel, Judith Sloane, Eleanor Greenburg, Carol Levin.

THIRD ROW: William Kantar, Alvin Miller, James Herscovitz, Barry Weiner, Richard Cohen, Norman Robbins.

REAR ROW: Richard Solo, Bradley Kuhn, Richard Goldman, Joel Rostau, Stephen Swartz, David Snyder, Miss Lief

GRADE V B

MRS. LOUIS WEISFUSE, *Teacher*

(*Left to Right*)

SEATED: Kent Savel, Jonathan Kozol.

BOTTOM ROW: Sidney Gold, Paul Bernat, Leah Slater, Mrs. G. Weisfuse, Gay Sisson, Judith Fine, Elsie Robinson.

SECOND ROW: William Harting, Jared Diamond, Judith Meyerson, Nan Barkin, Sybil Bornstein, Barbara Adler, Peter Sockol, Henry Woolf.

REAR ROW: Robert Kurland, Henry Bromberg, Michael Reingold, Roger Lockwood, Ira Kowal, Stephen Wasby, Richard Krasker.

GRADE V C

MISS ROSE GRODSKY, *Teacher*

(*Left to Right*)

BOTTOM ROW: Roberta Milender, Joy Myers, Barbara Goldenberg, Naomi Cohen, Jane Stonberg, Elinor Golden, Hilda Abrevaya, Jeanette Kelz, Miriam Engelman, Warren Sharmat.

SECOND ROW: Hilda Brody, Betty Starr, Susan Jacobson, Lois Kane, Arlene Benson, Barbara Wegner, Suzanne Myers, Joan Shapiro, Betty Feldman, Peter Barber.

REAR ROW: David Wallace, David Nadell, Gerald Escovitz, Martin Kahn, Walter Phillips, Peter Lesses, Allan Alpert, Peter Van, John Lyons, Richard Fox.

GRADE VI A

MRS. THEODORE B. FEINBERG, *Teacher*

(*Left to Right*)

BOTTOM ROW: Patricia Lyons, Judith Roman, Sandra Ullian, Nathalie Bloomberg, Ellen Derow, Isobel Nathanson, Judith Snyder, Lee Ginsburg, Cynthia Richmond.

SECOND ROW: John Horvitz, Martin Lerman, Sandra Leverant, Nancy Grahm, Lorraine Brenner, Barbara Cohen, Elaine Braver, Lisbeth Stone, John Goodman.

REAR ROW: Mrs. Feinberg, Alan Zuckerman, Lawrence Sears, Richard Morse, Jr., Lawrence Margolis, Jonathan Beckwith, David Spectre, Mark Michelson.

GRADE VI B

MR. MYER GOOTKIN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Judith Alper, Maxine Levensohn, Madeline Paul, Babette Cohen, Ann Greenberg, Elsa Strauss, Nancy Newman.

SECOND ROW: Sandra Rosenthal, Constance Stein, Jacqueline Markun, Lois Shore, Elaine Levine, Roberta Gordon, Helen Wolff, Mr. Gootkin.

REAR ROW: Louis Stern, Robert Baumberg, Steven Cohen, Murray Fine, David Ginsburg, Alan Cohen, David Markell.

GRADE VI C

MR. MAURICE KORINOW, *Teacher*

(*Left to Right*)

BOTTOM ROW: David Goldberg, Rachel Sachs, Syril Stone, Elsa Brisk, Marjorie Herring, Carol Trilling, Howard Glaser, Richard Bennett.

SECOND ROW: Ezra Goldberg, Jacques Wolfner, Michael Stern, Paul Wharton, Bramy London, Earl Silbert, Harold Goldfarb, Harvey Towvim, Mr. Korinow.

REAR ROW: Neil Olken, David Kaplan, Edward Marcus, Louis Doctor, Laurence Berger, Barry Robinson, Ronald Weintraub, Richard Fritz.

GRADE VII A

MRS. JOSEPH S. FINSTEIN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Judith Eisenberg, Elsa Kahn, Ellen Segal, Mrs. Finstein, Bessie Robinson, Cynthia Korb, Judith Singer.

SECOND ROW: Robert Bourke, Lorraine Goldberg, Judith Mandelstam, Nancy Palais, Judith Seltzer, Phyllis Levenson, Sandra Shohet, James Ostreicher.

REAR ROW: Jules Levey, Stephen Endlar, Stephen Shohet, David Kemler, Delson Alberts, Stephen Gluck.

GRADE VII B

MR. MILTON BORNSTEIN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Naomi Gordon, Ronna Jacobson, Elise Robbins, Sylvia Levi, Suzanne Rosen, Carol Rosenberg, Glenda Marcus.

SECOND ROW: Laurence Berman, Ina Smith, Susan Trichter, Selma Levine, Judith Barnett, Marina Moskow, Jane Elkind, Mr. Bornstein, Robert Solo.

REAR ROW: Robert Canter, Fred Sharaf, Sanford Kowal, Stephen Morse, Richard Goodman, Allan Greenfield, Matthew Grossman.

GRADE VII C

MR. ROY R. ROSEN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Audrey Stearns, Muriel Nissen, Eleanor Ross, Merle Mandell, Eleanor Lewis, Gloria Karp.

SECOND ROW: Gordon Levin, Harris Stone, Donald Saunders, Richard Bertman, William Poorvu, Fred Sharf.

REAR ROW: Mr. Rosen, David Shapiro, Selwyn Shine, Charles Palot, Robert Stempler, Jerome Siegel.

GRADE VIII A

MR. HAROLD GOORVICH, *Teacher*

(*Left to Right*)

BOTTOM ROW: Rachel Balkin, Ruth Freeman, Carey Bourke, Carol Silversmith, Nancy Sulkin, Donna Melnick, Carol Adler.

SECOND ROW: Shirley Wax, Dianne Isaacs, Susan Thurman, Judith Rubin, Mr. Goorvich, Nancy Seegal, Carol Sallinger, Pearl Saxe.

REAR ROW: Lewis Wolfson, Richard Lewis, Sidney Stern, Edward Brody, Michael Moskow, Charles Gross, Daniel Doctor.

GRADE VIII B

MRS. ISAAC SELIGSON, *Teacher*

(Left to Right)

BOTTOM ROW: Susan Cohn, Barbara Simons, Ann Eiseman, Mrs. Seligson, Janet Wolk, Davida Gordon, Barbara Hoffman.

SECOND ROW: Susan Proger, Coleman Levin, Richard Morrison, John Franks, Charles Kadison, Ellen Berman.

REAR ROW: Carl Gordon, Gerald Kleinman, Eda Small, Richard Koplow, Robert Finn, Walter Goldfarb.

GRADE VIII C

MR. BENJAMIN LONDON, *Teacher*

(*Left to Right*)

BOTTOM ROW: Arline Wainer, Ruth Forman, Elaine Barron, Mr. London, Martha Goldberg, Alberta Myers, Sylvia Bernstein.

SECOND ROW: Harry Oppenheim, Robert Herman, Sylvia Kaye, Joanne Karp, Dorothy Reinhart, Richard Cohen, Lennard Wharton, Susan Cooper.

REAR ROW: Paul Friedman, Peter Cohen, Donald Silverman, Roger Gould, Richard Daitch, Alvin Somers.

GRADE IX A

MR. ALFRED ROSENTHAL, *Teacher*

(*Left to Right*)

BOTTOM ROW: Ruth Abrams, Ann Morse, Edith Zandition, Barbara Kozol, Madeline Schatz, Jean Shapiro, Priscilla Strauss.

SECOND ROW: Edward Sack, Walter Ulin, Frances Loman, Joan Flax, Claire Paisner, Robert Dreshfield, Mr. Rosenthal.

REAR ROW: Robert Mayer, Edward Ginsburg, Rolf Kates, Paul Brisk, James Nathanson.

GRADE IX B

MR. ARTHUR KLEIN, *Teacher*

(*Left to Right*)

BOTTOM ROW: Jean Mendelsohn, Miriam Cohen, Janet Weiss, Natalie Rostau, Janet Rosenberg, Florence Balkin, Irma Joy Slovin, Roberta Koch.

SECOND ROW: Michael Werman, Ellen Leibovici, Elinor Waldstein, Phyllis Tumaroff, Donald Korb, Ruth Pearlstein, Irma Hirsch, Marjorie Schneider, Elizabeth Friedman, Mr. Klein.

REAR ROW: Paul Price, Richard Landfield, Karl Schwarzenberg, Franklin Giddon, Daniel Rakov, Richard Levin, Paul Rosenberg, Robert Sloane.

POST-CONFIRMATION CLASS

RABBI ALBERT A. GOLDMAN

(*Left to Right*)

BOTTOM ROW: Pauline Brown, Joy Barron, Joyce Schwartzman, Elaine Rosenberg, Myrna Michaels, Grace Swan.

REAR ROW: Gerald Holtz, Elhanan Stone, Charlotte Abrevaya, Rabbi Goldman, Gloria Cohen, Paul Sack, Frank Alpert, Joel Rome.

drama
choir
Activities
POPPY
Hebrew
Torchbearer

TORCHBEARER STAFF

MRS. JOSEPH S. FINSTEIN, *Faculty Advisor*

(*Left to Right*)

BOTTOM ROW: Lee Lockwood, Ralph Wharton, Carl Sapers, Lawrence Harrison, Rolf Kates, Elaine Kahn.

SECOND ROW: Robert Bush, Lewis Wolfson, Mrs. Selma Finstein, Sylvia Singer, Susan Strauss, Janet Wolk, Mariann Singer.

REAR ROW: Anthony Lewis, Lawrence Feldman, Marjorie Schneider, Elsa Kahn, Lennard Wharton.

It is indeed a pleasure to greet the members of the TORCHBEARER Staff on the occasion of the publication of the first school year book. This has been a momentous school year in our club, for this year we returned once more to the practice of printing our papers. We published two issues during the school year and climaxed our activities with this book. I know that all of you have had a lot of fun writing for this publication, and I sincerely hope that it will set the pace for all further yearbooks. No note on the activities of the TORCHBEARER Staff would be complete without a word of appreciation to Mrs. D. Alpert, our arts and crafts advisor, who has given unstintingly of her time and advice whenever called upon. We also thank Sylvia Singer and Irma Rosenthal who have helped us so many times in many ways. I wish also to compliment the members of the staff who have worked especially on this publication, Ralph Wharton, Carl Sapers, Susan Strauss, and Elaine Kahn. It has been a great pleasure to work with them on this very worthwhile project.

SELMA G. FINSTEIN

DRAMATICS

MILDRED NISSON TUMAROFF, *Director*

(*Left to Right*)

William Harting, Richard Shohet, Mildred N. Tumaroff, Richard Morse, Robert Kurland, Carol Canner, Jonathan Kozol.

Under the able direction of Mildred Nisson Tumaroff assisted by Miss Rita Kramer, several plays were presented this season by the students of the School. The year opened with a play on the life of Rabbi Jochanon Ben Zaccai written by Mr. Samuel Nemzoff. At Succoth, a Harvest Pageant written by Mrs. F. B. Linsky was presented. For Jewish Book Month, in November Mrs. Margolis' third grade gave a play called THE MAGIC BOOK SHOP. At our Hanukkah assembly, THE UNLIGHTED MENORAH was presented by pupils of the Confirmation Class and "DADDY ISRAEL'S GIFT SHOP offered by the pupils of the fourth and fifth grades.

In February, Miss Fine's third grade presented a play on Youth Aliyah called "THE HOPE." At the Purim celebration, "THE PURIM PINOCCHIO" by Ben Aronin was given and was enjoyed immensely by all. Mrs. Feinberg's sixth grade presented an audio-visual play on "JEWISH LIFE IN SPAIN" for the older classes. At Passover, Miss Abelson's third grade presented a "MADRIGAL OF NUMBERS." There was a play on the meaning of Shevuoth.

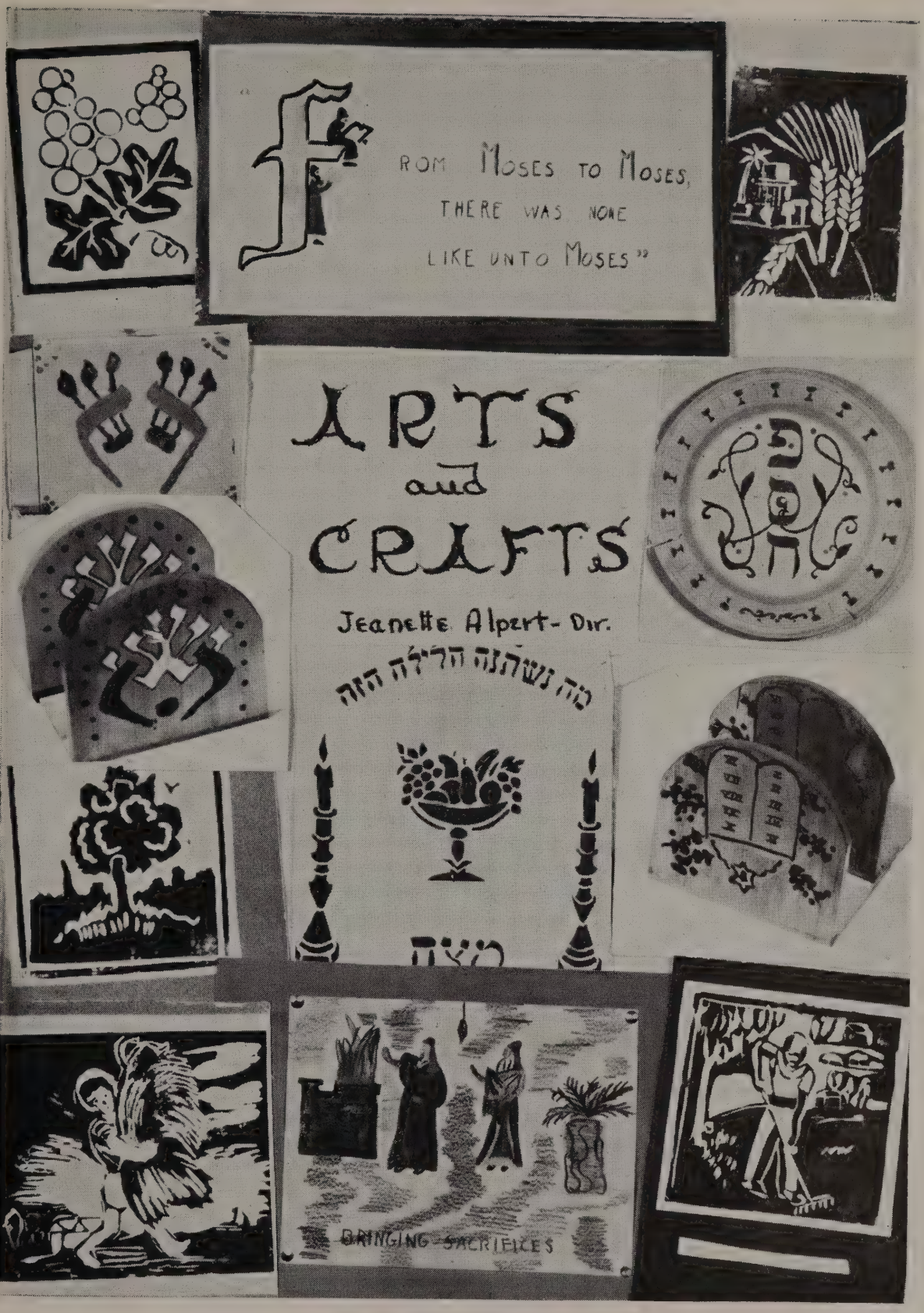
CHILDREN'S SERVICES

Children's Services were held for each of the Jewish holidays and for Thanksgiving and Washington's and Lincoln's Birthday. At most of the Children's Services, the Children's Choir sang and pupils of the school offered a presentation appropriate to the occasion. Among the presentations were "Harvest Festival" for Succoth, "Judaism and Americanism" for Thanksgiving, "The Jewish Holidays in Rhyme and Song" for Purim.

The services were especially arranged for children. The attendance was wonderful and the average attendance at all the Children's Services over the year was nearly 500 children.

The older classes had several speakers at their special assemblies. In November, Raymond Katz, noted Jewish artist, spoke on Jewish Art and gave illustrations. Miss Fanny Goldstein, founder of the Jewish Book Month, spoke on Jewish books. In January, Mrs. Carl Spector, who had been a delegate to the World Zionist Congress in Switzerland, evaluated the work of the Congress. In February, during Brotherhood Week, Mr. Edward L. Cooper, of the Urban League, a negro, spoke on race relations. In March, the upper grades had as their speaker, Mr. Renee Block, a member of the French Underground who told of the situation of the Jews in France and the work of the French Underground in saving Jewish children.

At a special assembly for the Combined Appeal in October, Mr. Jackson J. Holtz, a former major in the United States Army and the father of one of our pupils, spoke on the needs of the different organizations of the Combined Appeal.


ROM MOSES TO MOSES,
THERE WAS NONE
LIKE UNTO MOSES"
ARTS
and
CRAFTS
Jeanette Alpert- Dir.
מה נשתנה הלילה הזה
BRINGING SACRIFICES

CHILDREN'S CHOIR
Mr. Herbert Fromm, Director

(*Left to Right*)
BOTTOM ROW: David Goldberg, Warren Sharmat, Richard Bennett, William Harting.
SECOND ROW: Carol Canner, Roberta Finkelman, Connie Glaser, Eleanor Greenberg, Deborah Levy, Elsa Strauss, Carol Fink, Sarah London, Judith Fine, Celia Smith.
THIRD ROW: Judith Myerson, Maxine Levensohn, Joan Shapiro, Judith Alper, Carol Shapiro, Betty Starr, Susan Jacobson, Madeline Paul, Dorothy Deidel, Joy Myers.
FOURTH ROW: Paul Wharton, Lawrence Berman, Stephen Dretler, Karen Slovin, Donald Saunders, Michael Stern, Ira Kowal, James Ostreicher, Mr. Fromm.
REAR ROW: Judith Snyder, Nancy Newman, Elisse Robbins, Ina Smith, Sanford Kowal, Freda Rosenberg, Sandra Ullian, Glenda Marcus.

BAR MITZAH GROUP

(*Left to Right*)

BOTTOM ROW: Paul Friedman, Richard Daitch, Fred Sharaf, John Franks, Alvin Somers, Sidney Stern, Roger Gould, Charles Kadison.

SECOND ROW: Harry Oppenheim, Richard Bertman, Richard Cohen, Lennard Wharton, Donald Korb, Coleman Levin, Richard Lewis, Matthew Grossman, Jules Levey, Richard Morrison, Robert Canter.

REAR ROW: Donald Silverman, Gerald Kleinman, Edward Brody, Michael Moskow, Richard Koplow, Charles Palot, Robert Danziger, David Kemler, Carl Gordon.

(Absent, Walter Goldfarb, Daniel Klubock, Robert Herman, Michael Solomont, Barry Sloane, Victor Ginzberg)

WEEK-DAY HEBREW CLASSES

(Not including Bar Mitzvah class)

(*Left to Right*)

BOTTOM ROW: Stephen Michelson, Paul Spiegel, Michael Gilman, Elliot Morrison, Howard Glazer, James Brown, Richard Bennett, Ira Feinberg, Alan Goldman, Robert Muellner, Joseph Porter.

SECOND ROW: Ronald Weintraub, Robert Solo, Frederic Greenman, Jane Thurman, Madeline Paul, Carol Trilling, Marjorie Herring, Elsa Brisk, Elinor Pearlstein, Louise Olken, Miriam Silbert, Susan Lasker, Judith Nemzoff, Naomi Brisk, Richard Cooper.

THIRD ROW: Jerry Siegel, Michael Stern, Paul Wharton, Stephen Dretler, Jacques Wolfner, David Goldberg, Richard Rubin, Richard Solo, Paul Daum, Norman Robbins, Alvin Miller, Lawrence Margolis.

FOURTH ROW: Robert Stempler, David Snyder, Allan Savage, Stephen Gluck, William Gould, Bradley Kuhn, Arthur Savage, Michael Koplow, Harvey Towvim, Stephen Swartz, Joel Rostau, Neil Olken.

REAR ROW: Alan Greenfield, David Shapiro, Edward Marcus, Lewis Doctor, Stephen Gorin, Lawrence Berger, Barry Robinson, Mark Michelson, Harris Stone, Donald Saunders, James Ostreicher.

ABSENTEES ON PHOTOGRAPHY DAY

(*Left to Right*)

BOTTOM ROW: Judith Kent, Paula Seegal, Ellin Abrams, Jane Kosloff, Linda Lash, Elsa Ginzberg, Lois Parker.

SECOND ROW: Richard Cooper, Joanne Banks, Beth Ann Walden, Barbara Daytz, Elinor Burmon, Jane Thurman, Hope Rabb, Stanley Waldstein.

REAR ROW: Herbert Miller, Charles Levin, Stephen Robbins, Robert Danziger, Peter Banks, David Rakov, Matthew E. Levine.

ABSENTEES ON PHOTOGRAPHY DAY

(*Left to Right*)

BOTTOM ROW: Jean Castleman, Barbara Goldstein, Marjorie Bluestein, Audrey Horwitz, Suzanne Golov, Judith Towvim, Elissa Romberg, Roslyn Abrevaya.

SECOND ROW: Linda Green, Paul Seegal, Susan Diamond, Glenda Danziger, Lynne Albert, Barbara Goldman, Suzanne Levy, Nancy Sharf.

REAR ROW: Susan Gordon, Nancy Stearns, Barbara Lebowich, Iris Rubenstein, Susan Rotholz, Barbara Lash, Virginia Franks, Patricia Lash.

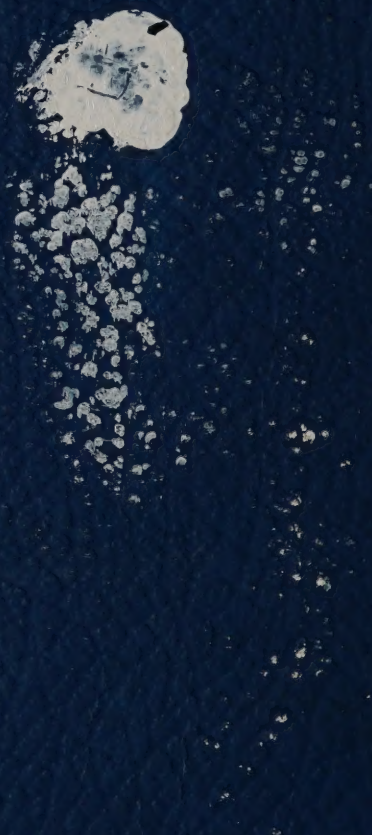
ABSENTEES ON PHOTOGRAPHY DAY

(*Left to Right*)

BOTTOM ROW: Jerome Somers, Robert Kozol, Alan Caplan, Donald Kaufman, Roger Greenburg, Carl Finkelman, Stephen Snyder, Kenneth Koplow.

SECOND ROW: Richard Nathan, James Stam, William Dockser, Lawrence Rubin, Neil Herring, Henry Romberg, Martin Gorney, Mark Robbins.

REAR ROW: Frank Hishman, Stephen Stempler, Joseph Porter, Kenneth Hablow, Harry Wise, Charles Robbins.

AUTOGRAPHS

MEMORIES